



Texas Education Agency

2018-2019 Principal Preparation Grant Program**Application Due 5:00 p.m. CT, March 13, 2018**

NOGA ID

Application stamp-In date and time

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant InformationGrant Period **04/13/2018** to **06/30/2019**Program Authority **P.L. 114-95, ESSA, Title II, Part A**☐ Pre-award costs are permitted.☒ Pre-award costs are not permitted.**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant InformationName **Austin Independent School District** CDN or Vendor ID **227901** ESC # **3** Campus # **1** DUNS # **076933746**Address **1111 West 6th Street** City **Austin** ZIP **78703** Phone **512-414-0069**Primary Contact **Rosa Pena** Email **rosa.pena@austinisd.org**Secondary Contact **Michelle Wallis** Email **michelle.wallis@austinisd.org****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Mary Thomas, Dir. State/Fed** Signature  Date **03/08/2018**Grant Writer Name **Lindsey Stuart** Signature **Lindsey Stuart** Date **03/08/2018**☒ Grant writer is an employee of the applicant organization.☐ Grant writer is not an employee of the applicant organization.**701-18-105-007**RFA # **701-18-105** SAS # **276-18****2018-2019 Principal Preparation Grant Program**

Page 1 of 7

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ Into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
37% of principals are Hispanic as compared with 57% of students, and 43% of principals are White as compared with 29% of students	Grant funds will allow for more strategic recruitment and placement processes to better match identified candidates' demographics with those of their assigned schools.
High turnover of campus administrators, e.g. 2016-2017: 24 new principals; 2017-2018: 8 new principals	Grant funds will allow for placement in an internship to ensure internal candidates' preparation is focused on specific campus and district needs, which could lead to stronger preparation of the district's internal principal pipeline and long-term principal sustainability.
Principal and district leader survey indicated the need for candidates to be systematically prepared to meet district standards and performance expectations.	Implement model principal preparation program, ensuring that all internal candidates have been through a strong preparation experience that includes rigorous selection, a program of study that is aligned to district standards and competencies, and coursework that occurs in authentic leadership settings.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

With support from the TEA Principal Preparation Grant Program and in partnership with the University of Texas at Austin's (UT) Urban Principal Leadership Academy (UPLA), up to 10 teacher leaders in Austin Independent School District (AISD) will earn both a principal certification and master's degree in Educational Leadership and Policy, and be prepared to become transformational building leaders. Through a 15-month program based on a rigorous selection process, clearly-articulated curriculum aligned with district and national standards, and a one-year-long supportive internship experience in partnership with a Mentor Principal and UT Advisor, current AISD teachers will develop into collaborative, data-savvy, reflective instructional leaders who are focused on increasing student achievement, especially of historically-marginalized students. The project builds upon and expands AISD's longstanding partnership with UT.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Collaboratively develop needs assessment of district, recruitment plan and selection criteria with an emphasis on the identification of potential school leaders who reflect district and campus demographics. In addition, we will deploy and analyze formative and annual evaluations including a survey instrument for program candidates to assess the level of their knowledge and skills throughout their preparation experience.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Collaboratively develop and prepare aspiring school leaders through district-specific curriculum for leadership development. Utilizing the latest research on effective urban school leadership development, the AISD Profile, and specific data on individual AISD schools identified as in need of improvement, UT-Austin and AISD will work together to design and deploy a well-defined 15-month program based on a clearly-articulated and well-aligned curriculum. University faculty, including adjunct professors serving in the partner districts, will deliver courses rich in the knowledge, theory, and practice needed by urban school leaders.

Third-Quarter Benchmark:

Deploy and analyze formative and annual evaluations using surveys for key stakeholders, including: 1) for program candidates to assess the level of their knowledge and skills throughout their preparation experience; 2) for graduates and alumni to assess their program preparation experiences, leadership learning, instructional leadership practices, career advancement, and school improvement work and outcomes; 3) for supervisors of program participants and graduates to assess the graduate's leadership practices and school improvement work and outcomes.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

AISD's Department of Research and Evaluation and UT-Austin, will collaborate with other principal preparation programs and existing taskforces (i.e. the University Council of Educational Administration (UCEA) Evaluation Taskforce) to ensure high-quality evaluation practices. This includes formative and summative surveys that are aligned to state and national leadership standards, and enable program participants to assess the level of their knowledge and skills throughout their preparation experience. We will also deploy surveys for supervisors of program participants to assess their leadership practices and school improvement work and outcomes. We will then be able to report individual and cohort growth on performance indicators and make any necessary programmatic adjustments based on results.

A data-informed approach will also be used in the recruitment, selection, and retention process for both program participants and Mentor Principals. For example, we will devise and deploy mentor/intern quarterly reflective meetings to serve as a forum for dialogue regarding how to improve the mentoring and internship processes. UT-Austin will also provide selected mentors with specific expectations as well as an evaluation instrument that will clearly communicate the mentor's responsibilities and expected deliverables.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

An inaugural cohort of AISD teacher leaders will earn a principal certification and master's degree from the University of Texas at Austin UPLA program, which consists of a standards-based curriculum (aligned to both Texas Standards for Principals and national Professional Standards for Educational Leaders) that provides multiple opportunities to apply these standards into practice in an authentic school setting in Austin.

COURSEWORK: As evidenced in the attached Scope and Sequence, program participants will engage in 36 hours of coursework that blends leadership, management, and social justice theory along with effective best practices to address problems of practice. All courses are designed specifically for the role of the principal and reserved for the principal cohort graduate students. All course curriculum is research-based and designed to examine how participants can develop leadership capacity to lead high-achieving, equitable, and socially-just PK-12 schools. Courses aim to help students develop along the leadership dimensions of critical consciousness, knowledge, skills, and competence and in doing so raise the achievement of historically underserved students. UPLA will co-develop rigorous learning modules/curricula with AISD partners to ensure that candidates are learning content that is relevant for their school district and school.

INQUIRY PROJECTS: Throughout the 15-month program, participants will conduct inquiry projects that can be applied to their current school settings, which are aimed at eliminating educational inequities and opportunity gaps for all students, especially those who have been traditionally underserved. Students will conduct a collaborative case study of an urban school as a cohort, an equity audit, as well as a community-based equity audit of their individual school/community setting. The goal of these projects is for students to gain practical experience in collecting, analyzing, and making equity-centered decisions about data to improve student outcomes.

In collaboration with campus staff and the Mentor Principal, participants will also lead a year-long Participatory Action Research (PAR) project with the purpose of addressing an area of inequity specific to their campus to improve achievement, culture and processes, and/or results at their school. The PAR is intended to improve the participants' capacity to apply principal standards and skill-sets to lead, facilitate the campus leadership team and faculty to analyze data, identify the inequity, and implement research-based practices to address the issue. The project requires that participants complete this cycle with other campus staff, thus simultaneously identifying and addressing an area of need while building capacity to meet that need.

IN-ROLE SUPPORT: Participants will apply the theory, knowledge and skills acquired through coursework and inquiry projects into practice at the campus level during their internship experience. The intern, Mentor Principal and UT Advisor collaborate and plan for leadership opportunities to lead and document 160 hours of authentic leadership through actions, practices, experiences and instructional protocols to provide the opportunity for the intern to receive coaching, mentoring and feedback to build their leadership capacity. Finally, participants will be part of a cohort of learners who will also be committed to improving student outcomes and school systems through equitable and effective school leadership.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The goal to recruit, select, and prepare candidates who mirror the student population and provide a principal pipeline for AISD is accomplished through the following objectives:

1. Develop a RECRUITMENT PLAN, using research-based best practice and the AISD Profile to identify potential school leaders to be nominated.
2. Collaboratively define SELECTION CRITERIA to ensure current teacher leaders who have the potential to become effective principals are rigorously selected. Preliminary criteria includes individuals who: demonstrate leadership experience in school and/or district; improve academic achievement and classroom performance data; demonstrate ethical behavior; advocate for marginalized students; collaborate with faculty and staff; communicate effectively with families and community members; demonstrate evidence for professional growth; demonstrate evidence of successful classroom observation data and teacher evaluations, and are recommended by their principal.
3. Implement an APPLICATION PROCESS for candidates to apply to UT, including submitting a resume, statement of purpose, and three letters of recommendation. AISD leadership team and UPLA will use an application rubric to select the candidates who are to be invited to a Leadership Assessment Center.
4. Conduct an ASSESSMENT CENTER to select candidates. AISD and UPLA faculty will identify assessors and collaboratively review and recommend. Assessors are trained to ensure inter-rater reliability in the evaluation (using a rubric – see Attachment, Evaluation Processes and Metrics) of the following three tasks: (1) data analysis presentation, (2) classroom observation, and (3) interview. Assessors will reach consensus and submit recommendations to the UT Graduate Admissions Center.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

AISD will partner with the University of Texas at Austin, College of Education, Educational Leadership and Policy Department principal preparation program, the Urban Principal Leadership Academy. The faculty designed a scope and sequence (see attachment) to ensure:

- All courses are standards-based and fully-aligned to the Texas State Principal Standards.
- All courses are research-based, aligned to the Professional Standards for Educational Leaders, and integrate the most current research on best practices for principal preparation.
- Executive leadership, social justice, and other theoretical frameworks are addressed in all courses.
- Knowledge and skill sets for effective leadership practices, ethical, and advocacy behaviors and mindsets are aligned to theory and the program's core values.
- All graduate assignments/performance tasks measure the three learning outcomes developed by the faculty: 1) Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved. 2) Prepare school leaders who anchor their practice in social justice leadership which means to "make issues of race, class, gender, disability, sexual orientation, [language] and other historically and currently marginalized conditions in the U.S. central to their advocacy, leadership, practice, and vision" (Theoharis, 2009, p. 223). 3) Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

UT faculty reviews student performance data, exit interviews, qualitative data of graduating students, and feedback from partners to identify areas for improvement including revising curriculum and courses to ensure graduate students are engaged at the highest level of rigor, receive blended opportunities for theory and practice, and accomplish the three learning outcomes defined by the faculty.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

COACHING: UT's coaching protocol is standards-based and provides participants an opportunity to learn, implement, and practice leadership strategies, and receive feedback to support their professional growth during their internship. The protocol focuses on three levels of support:

1. Program participants will be certified in research-based teaching, coaching, and mentoring skills and practices to ultimately supervise instruction. They will simultaneously develop a deeper understanding of coaching practices while reflecting as a student and embracing feedback from their Mentor Principal and UT Advisor and faculty.
2. The UT Advisor implements and models an observation protocol rooted in best practice, and triangulates data from various sources, including student's Internship Log, Leadership Observation and site visits, Individual Learning Plan and performance rubrics to identify areas for coaching and support. (See attachments.)
3. The UT Advisor and the Mentor Principal will collaboratively support the participant during their internship through dialogue, job shadowing, modeling, mentoring, coaching, and ongoing feedback.

INTERNSHIP LOG: Each program participant, Mentor Principal, and UT Advisor will collaborate and plan for leadership opportunities to lead and document the required 160 hours of authentic leadership through actions, practices, experiences, and instructional protocols. The log is another opportunity to receive coaching and reflect on the internship experience as they document hours aligned to one or more Principal Certificate TAC Standards each semester. These hours must reflect leadership experiences rather than an accumulation of administrative tasks.

OBSERVATIONS: The UT advisor conducts three observations, 135 minutes in duration (i.e. minimum of 45 minutes each) throughout the practicum and provides written feedback through an interactive conference with the candidate. Informal observations and coaching are provided by the Mentor Principal as appropriate. As part of the School Improvement course, program participants also conduct three classroom observations as if they were the principal (one with the UT Advisor and Mentor Principal), and debrief to further reflect on how best to coach, support, and appraise teachers.

MEETINGS WITH UT ADVISOR: Participants will meet twice a year for a one-on-one check-in with their UT Advisor regarding their professional growth, which is another opportunity to model and coach the intern. During the initial meeting, the participant reflects on their professional growth and develops an Individual Learning Plan. The second meeting is a check-in regarding their Individual Learning Plan to determine the type of coaching support that is needed for the remainder of the school year to apply coursework to authentic problems of practice.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Stipend for Mentor Principal (\$1,000 per resident * 10 residents)	10,000
2. Stipend for Resident Principal (\$11,354.50 per resident * 10 residents)	113,851
3. Indirect Costs	6,149
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Total grant award requested

Required Attachment: IT-Audio Scripts and Sequence

2018-2019 Principal Preparation Grant Program - AISI

CORE VALUES	PRINCIPAL PROGRAM COURSES	STATE STANDARDS	NATIONAL STANDARDS	LEARNING OUTCOMES	PERFORMANCE TASK	TEXTBOOKS AND RESOURCES
				SUMMER II: Learner-Centered Values, Ethics, Diversity, Innovation, Management. This course will explore the different ways that schools and school systems have chosen to manage the linguistic and cultural diversity among their students, and the consequences and implications of such. We will discuss the historical and current philosophical, political, and theoretical foundations of culturally and linguistically diverse education, including traditional bilingual education, dual immersion education, and structured English immersion, with a particular emphasis on the role a school leader can and should play in improving achievement for language diverse student populations in their schools. We will cover both technical details and philosophical underpinnings to give participants the tools to make informed and positive decisions about programs and students with regards to the education of English Language Learners.	Program Evaluation, Technology, Curriculum Planning & Development and Field Experience/Internship (6 Hours) 1) Participate in a seminar for school leaders examining the foundations of bilingual/bicultural education. Gain critical understandings associated with bilingual/bicultural education. Compare, critique and critically analyze selected scholarly pieces on linguistically and culturally diverse education within a dialogical style format. Assess leaders with decision making regarding the education of bilingual/bicultural learners.	Reardon, C. L. (2004). <i>The strange career of bilingual education in Texas, 1916-1961</i> . College Station, TX: Texas A&M University Press.
Developing Capacity for Cultural Responsive Teaching and Learning for Excellence	BLK: 1901 ELL Topics in Bilingual Education	(TAC: L.A. & J)	(NPREA: 1-10)			
2013 JPI Special Ed Procedures and Processes for Admin		(TAC: L.A. & J)	(NPREA: 1-10)	The course is designed to provide future school administrators with the professional knowledge and skills they need, as instructional leaders, to ensure that students with special needs and their parents/guardians are able to receive the services to which they are entitled. Policy Procedures on Special Education Administration will give you the opportunity to explore legal and practical aspects of special education in school settings. We will discuss critical issues in special education as they relate to school justice, equity, school and classroom culture, access, diversity, and accountability. In particular, we will explore the role of the building or district-level administrator as an educational leader and/or a policy analyst, researcher, and/or disability advocate to ensure the most appropriate, inclusive learning environment is created and maintained, and legislative policies for special needs students are enacted. Critical issues will be framed in the context of collaboration and teamwork at a school improvement that exemplifies equity and excellence.	Attend or facilitate a Student Support Team (SST) meeting about a student experiencing an academic difficulty Attend or facilitate an Individualized Education Program (IEP) via Admissions Review. Conduct (AED) classroom mapping Shadow a special education teacher or behavior specialist who is trained to complete a Functional Behavioral Assessment (FBA) & follow through on the completion of the FBA or development of a student's Behavior Intervention Plan (BIP). If this is not possible, interview the teacher or behavior specialist to understand the context of the situation. See if you can attend a follow-up meeting concerning the student to develop his/her FBA or Behavioral Intervention Plan (BIP). Interview a special education teacher. Conduct a pre-observation conference, fill out an observation. Observe a general education teacher in a mixed ability classroom. Create a Case Study. Provide a description of the problem or situation, individuals involved, etc.	Reardon, D. F., & Reardon, C. F. (2014). <i>A principal's guide to special education</i> (3rd ed.). Alexandria, VA: Council for Exceptional Children. Darden, A. (2012). "Culture and power in the classroom: Bilingual students' involvement in the schooling of bicultural students." <i>Boulder, CO: Paradigm</i> . Hartmann, E., & Proulx, P. (2012). <i>English Language Learners at School: A Guide for Administrators</i> . 2nd Edition. Philadelphia: Corwin Publishing. San Miguel, R. M. (2004). <i>Continued policy: The rise and fall of federal bilingual education in the United States 1960-2001</i> . Dallas, TX: University of North Texas Press.

Required Attachment: UT-Austin Scope and Sequence

CORE VALUES	PRINCIPAL PROGRAM COURSES	STATE STANDARDS	NATIONAL STANDARDS	LEARNING OUTCOMES	
SUMMER 1: Learner-Centered Leadership: Culture, Organ					
Building Instructional Leadership Capacity for Social Justice	ELP 684E Public School Leadership	[TAC: 1, 3, 4, 5]	[NPBEA: 1-10]	A fused, multidisciplinary foundational core course introducing social justice leadership; national and state principal standards, conducting a campus needs assessment, data triangulation, problems of practice, leadership theory and processes, and supporting knowledge from other disciplines. To change perspective from the classroom level to the campus level. To gain awareness, explore, and develop your knowledge of self, leadership, and interpersonal skill. To understand the principal's role in assessing and developing school culture and systems that support learning. To develop one's own racial awareness of self and others. To learn how to conduct courageous conversations about race. To advocate for marginalized learners through courageous conversations. To develop a significant understanding of Texas and National standards. To learn how to conduct and use research in order to develop schools as communities of learning in which every child and staff member is highly successful.	Conduct a case study District Leader literature review
Leading School Improvement Through Equitable Use of Data	ELP 684P Principalship	[TAC: 1-5]	[NPBEA: 1-10]	An interactive course designed with a blended theory and best practice working with an urban school district conducting and publishing a case study. The goals of the case study project are as follows: 1) implement an in depth strengths/needs assessment of a local school, 2) apply relevant research to the findings, and 3) recommend possible actions for the school administration and staff to pursue. Participants are faculty and staff volunteers at an urban school. Interviews will last approximately 45 minutes and will happen once. We hope to conduct 20-25 interviews with faculty/staff. We will conduct the interviews where participants feel comfortable, and this might result in utilizing a room or two on the school's campus. All consent forms will be presented to the participant before the interview is conducted, and researchers will be responsible for presenting consent forms to their professors to keep together throughout the study.	Conduct a case study launch the new recommendati

Foundations of Educational Administration
FEA – 6 credit hours
The University of Texas at Austin
ELP 684E Public School Leadership
Debbie Hester, PhD; Glenn Nolly, PhD
Summer I Session: June 5, 2017 through June 30, 2017
George I Sanchez Building, Room 364

Professor Contact Information:

Debbie Hester dhester@austin.utexas.edu

512.663.0419 (cell)

Glenn Nolly gnolly@utexas.edu

817.692.1743 (cell)

Teaching Assistant Contact Information:

Megan Lehr

UT Urban Principal Leadership Program Learning Outcomes

- Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved.
- Prepare school leaders who anchor their practice in social justice leadership which means to “make issues of race, class, gender, disability, sexual orientation, [language] and other historically and currently marginalized conditions in the U.S. central to their advocacy, leadership, practice, and vision” (Theoharis, 2009, p. 223).
- Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

FEA Objectives:

1. To change perspective from the classroom level to the campus level
2. To gain awareness, explore, and develop your knowledge of self, leadership, and interpersonal skills
3. To understand the principal’s role in assessing and developing school culture and systems that support learning
4. To develop your own racial awareness of self and others
5. To learn how to conduct courageous conversations about race
6. To advocate for marginalized learners through courageous conversations
7. To develop a significant understanding of Texas and ELLC standards
8. To learn how to conduct and use research in order to develop schools as communities of learning in which every child and staff member is highly successful
9. To learn to read critically and write academically
10. To develop an electronic portfolio of artifacts that will represent the growth you have achieved through the experiences in the principalship program and internship

Guiding Questions:

1. What roles does an effective principal serve?
2. What does it mean to develop racial awareness, advocacy, and take action as a school leader for those who have been marginalized because of race, culture, class, language, ability, gender, sexual orientation, or religion?
3. What does it mean to be an anti-racist leader?
4. How do effective, anti-racist principals leverage these roles to improve schools for all students?

Laptops and cell phones should not be used to check e-mail, text, surf the internet, shop on the internet, do outside research, IM'ing each other, or to complete any other work outside of this course during class. Laptops and cell phones may only be used in appropriate ways at appropriate times.

Course Requirements and Evaluation: Summer I

30% Attendance, Class Participation, and Weekly Reflection Paper

To maximize learning opportunities, students are expected to be present and prepared for each class, to participate in class, and complete all assignments on time. Class participation includes attendance and punctuality, actively listening, and thoughtfully contributing to the class dialogue, activities, and group work.

The syllabus identifies weekly readings that should be completed prior to the class meeting for which they are assigned. For each of the readings students should have identified **between 3-5 questions or discussion topics** intended to spur discussion, increase understanding of concepts and ideas treated within the book, and make connections with other literature, ideas and issues. When additional readings are required, they will be posted on Canvas or handed out in class. In addition to these readings, students are encouraged to contribute relevant material and resources to stimulate discussion, learning, and action in the field.

Daily attendance is expected. This is a cohort program that requires group learning and completion of a community project. Absences will impact not only your own learning, but the learning of the group as a whole. You will be expected to contribute to any group projects in process during your absence. For each class session you miss, 5 points will be deducted from your final grade for the course.

Each of you will be given one Emergency Release (ER). To use your ER, you must notify instructors by email or phone **BEFORE** class. Save your ER for medical issues, family demands, car trouble, etc. All other absences are unexcused and will affect your grade.

Occasionally, extenuating circumstances arise that keep individuals from attending a regularly scheduled class meeting or turning in an assignment or project on its due date. Class participants are responsible for notifying the professors prior to missing a class or assignment and for getting class notes following the missed class. Failure to provide prior notice may affect your class participation grade. All makeup work must be submitted by the date assigned. **Due throughout the term.**

Weekly Reflection Paper – Due Each Thursday

Part of the participation grade will include a weekly reflective paper. Respond in one to two pages your thoughts, questions and connections. In this reflection, students will be expected to share their learning and wonderings from the current week's readings and class discussions. The assignment is designed to give students the opportunity to be reflective about their learning, while also giving the professors a "pulse" on how each student is progressing. This paper will not be graded according to a rigid standard, as the purpose is about reflection. However, failure to complete the weekly reflection paper will be reflected in the participation grade. **The weekly paper must be submitted electronically on Canvas each Thursday.**

15% Principalship Presentation

The principalship presentation consists of an individual presentation of one chapter from the Mathews and Crow book, *The Principalship: New Roles in a Professional Learning Community*. Each student will develop a creative and engaging presentation that fully summarizes the major tenets of the assigned/selected chapter. Within the 45 minute presentation, each student is required to incorporate the relevant ELLC and

University Policies

Please refer to the University of Texas Student Handbook regarding policies and procedures applicable to this course and your participation, including but not limited to policies and procedures for grading, attendance, course incompletes, and academic honesty.

Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To insure that the most appropriate accommodations can be provided, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://deanofstudents.utexas.edu/sjs/> Students may call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

Religious Holidays: All religious holidays will be respected. If you have a religious holiday that conflicts with the course schedule, inform the instructor in writing two weeks prior to the holiday.

Expectations for students:

- 1) Read and study course texts.
- 2) Participate actively in class discussions and class projects.
- 3) Complete and submit on time quality work for all assignments.
- 4) Attend class every session on time.

(7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

(11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(d) **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

(e) **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

(h) **Learner-Centered Instructional Leadership and Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

(7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

2nd Session - Foundations of Educational Administration (FEA)
The University of Texas at Austin
ELP 684P Principalship

Debbie C Hester, PhD; Glenn L Nolly, PhD
Summer II Session: July 5, 2016 through July 28, 2016
George I Sanchez Building, Room 364

Professor Contact Information:

Debbie Hester	dhester@austin.utexas.edu	512.471.6137
Glenn Nolly	gnolly@sbcglobal.net	817.692.1743

Teaching Assistant Contact Information:

Meghan Lehr	Meghan.lehr@gmail.com	512.585.5357
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UT Urban Principal Leadership Program Learning Outcomes

- Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved.
- Prepare school leaders who anchor their practice in social justice leadership which means to “make issues of race, class, gender, disability, sexual orientation, [language] and other historically and currently marginalized conditions in the U.S. central to their advocacy, leadership, practice, and vision” (Theoharis, 2009, p. 223).
- Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

FEA Objectives:

1. To change your perspective from the classroom level to the campus level
2. To gain awareness, explore, and develop your knowledge of self, leadership, and interpersonal skills
3. To understand the principal’s role in assessing and developing school culture and systems that support learning
4. To develop your own racial awareness of self and others
5. To learn how to conduct courageous conversations about race
6. To advocate for marginalized learners through courageous conversations
7. To develop a significant understanding of Texas and ELCC standards
8. To learn how to conduct and use research in order to develop schools as communities of learning in which every child and staff member is highly successful
9. To learn to read research critically and write academically
10. To develop an electronic portfolio of artifacts that will represent the growth you have achieved through the experiences in the principalship program and internship

Guiding Questions:

1. What roles does an effective principal serve?
2. What does it mean to develop racial awareness, advocacy, and take action as a school leader for those who have been marginalized because of race, culture, class, language, ability, gender, sexual orientation, or religion?
3. What does it mean to be an anti-racist leader?
4. How do effective, anti-racist principals leverage these roles to improve schools for all students?
5. What systems and/or characteristics support collaborative, equity-based school culture?
6. How can school culture be shaped?

Course Expectations and Evaluation Second Summer Session

10%	<p>Attendance, Class Participation, and Weekly Reflection Paper - To maximize learning opportunities, students are expected to be present and prepared for each class, to participate in class, and complete all assignments on time. Class participation includes attendance and punctuality, actively listening, and thoughtfully contributing to the class dialogue, activities, and group work.</p> <p>The syllabus identifies weekly readings that should be completed prior to the class meeting for which they are assigned. For each of the readings students should have identified between 3-5 questions or discussion topics intended to spur discussion, increase understanding of concepts and ideas treated within the book, and make connections with other literature, ideas and issues. When additional readings are required, they will be posted on Canvas or handed out in class. In addition to these readings, students are encouraged to contribute relevant material and resources to stimulate discussion, learning, and action in the field.</p> <p>Daily attendance is expected. This is a cohort program that requires group learning and completion of a community project. Absences will impact not only your own learning, but the learning of the group as a whole. You will be expected to contribute to any group projects in process during your absence. For each class session you miss, 5 points will be deducted from your final grade for the course.</p> <p>Each of you will be given one Emergency Release (ER). To use your ER, you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc. All other absences are unexcused and will affect your grade.</p> <p>Occasionally, extenuating circumstances arise that keep individuals from attending a regularly scheduled class meeting or turning in an assignment or project on its due date. Class participants are responsible for notifying the professors prior to missing a class or assignment and for getting class notes following the missed class. Failure to provide prior notice may affect your class participation grade. All makeup work must be submitted by the date assigned. Due throughout the term.</p> <p>Weekly Reflection Paper – Due Each Thursday</p> <p>Part of the participation grade will include a weekly reflection paper. Respond in one to two pages your thoughts, questions and connections. In the reflection paper students will be expected to share their understanding, wonderings and learnings from the current week's readings and class discussions. This gives the student the opportunity to be reflective about their learning, while also giving the professors a "pulse" on how each student is progressing about their learning and understanding. This paper will not be graded according to a rigid standard, as the purpose is about reflection. However, failure to complete the weekly reflection paper will be reflected in the participation grade. This weekly paper must be submitted as a hard copy in class each Thursday AND electronically via Canvas.</p>
20%	<p>Racial Autobiography – Each student will write a racial autobiography that recounts one or more significant events in your life that involved you asking questions about your racial identity or your reaction to the racial identify of someone else. You should use what we</p>

and principal roles through hypothetical situations, the school study provides a meaningful, hands-on approach supported by researched best practices on learning.

While the intended outcomes of the school study are defined, the detailed actions required to meet these expectations are intentionally left open to the interpretation and creative problem solving of the cohort members. Successful educational leaders facilitate others in dealing with messy problems that lack easy solutions and pre-determined guidelines. The school study serves as an excellent tool to help you examine your own strengths and areas for growth as a member of a group of leaders and will provide frequent opportunities for group members to practice appropriate methods for resolving conflict and collaborative problem-solving.

The final purpose of the school study provides students with a structured process to uncover and explore the culture and other issues of organizational settings. UT Principalship Program graduates have reported replicating this process when entering a school as an administrator in order to gain the knowledge needed to develop shared vision and a collective purpose to drive necessary school reform.

Grading for the School Study will be based on a combination of instructor evaluation, self-evaluation, and peer evaluation of the quality of student participation in the research process, the development of the written report, and delivery of the final presentation. A rubric outlining these expectations has been provided below. Within 48 hours of the final report, students will submit the rubric to professors to provide a cohort and self-evaluation. Students will also submit an electronic journal regarding their experience in the cohort and provide evidence/examples to support their self-evaluation.

(July 21 Draft One Due. July 28 Final Draft Due)

Presentation to the principal – August 1" 9:00-11:00 am

University Policies:

Please refer to the University of Texas Student Handbook regarding policies and procedures applicable to this course and your participation, including but not limited to policies and procedures for grading, attendance, course incompletes, and academic honesty.

Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To insure that the most appropriate accommodations can be provided, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://deanofstudents.utexas.edu/sjs/>) Students may call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

Religious Holidays: All religious holidays will be respected. If you have a religious holiday that conflicts with the course schedule, inform the instructor in writing two weeks prior to the holiday.

vision;

(6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

(7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

(11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(d) **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8) collaboratively plan and effectively manage the campus budget;

(9) use technology to enhance school management; and

(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

(g) **Learner-Centered Curriculum Planning and Development.** A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

(h) **Learner-Centered Instructional Leadership and Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible

Standard 6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

•Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

Required Texts for this Course:

1. Frattura, E., & Capper, C. A. (2007). *Leadership for social justice: Transforming schools for all learners*. Newbury Park, CA: Corwin Press.
2. Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform*. New York, NY: Teachers College Press.
3. Various articles, chapters, and other documents that can be found on the course Canvas website.

Class Sessions: All class times are from 5:00 pm –8:00 pm

January 16 (Session 1)	February 13 (Session 5)	*March 13 (Session 9, No class, spring break) Part A Due	April 10 (Session 13) Submit Equity Audit Project Parts B & C
January 23 (Session 2)	February 20 (Session 6)	March 20 (Session 10)	April 17 (Session 14,)
January 30 (Session 3)	February 27 (Session 7)	March 27 (Session 11) No Class – Scheduled Time To Work On Project	April 24 (Session 15) Final Presentations
February 6 (Session 4)	March 6 (Session 8)	April 3 (Session 12)	May 1 (Session 16) Final Presentations

*Note: We will not meet on March 13th because of spring break and March 27^h so that you can work on your equity audit project.

Course Description

This course will examine how students can develop leadership capacity to lead high-achieving, equitable, and socially just schools for *all* (literally every student born) students in integrated ways, especially for students who have been traditionally underserved in schools. This class will focus on research-based leadership practices for addressing inequities and ways to develop schools that give all students equitable opportunities for high academic achievement.

Additionally, this course is designed to build students' capacity to lead for equity and excellence, social justice, and anti-racism within integrated settings. As such, this course aims to help students develop along the leadership dimensions of critical consciousness, knowledge, skills, and competence and in doing so raise the achievement of students of color; students from low-income backgrounds; students who are linguistically diverse; students with disabilities; and students from LGBTQ backgrounds, in short, again, every student born, in integrated ways. The course features social justice leaders who are or have lead toward this goal. *Throughout this course, leaders will be asked to grapple with question,*

9. The equity audit is the central project for this course. While some of your data may not be completely consistent, the goal of this class project is to gain the experience of doing an equity audit from start to finish. However, if possible, you want to get the most recent and useful data in order to implement and use this project now in your practice. The equity audit often serves as the foundation for many students participatory action research project.
10. DO NOT wait until the last minute to start working on your equity audit because the project takes a lot of time to complete.
11. The course has been purposefully designed to highlight specific content (or big ideas) in recursive ways.
12. In this class, we are working from a post-heroic perspective of leadership. While achieving equity and socially just leadership in schools requires a team, it often *starts* with a person or a few people.
13. Achieving high-quality outcomes, high-quality and equitable opportunities for every student born is non-negotiable, but aspects about how you get there are, and are a more democratic process.
14. At times depth is favored over breadth and vice-versa given the context of the class and topic. This is not a survey course. There is no attempt to “cover” all of anything. We will deliberately revisit some topics and ideas, and we will probably not be able to cover everything in the readings. You will be encouraged to read much more than we can discuss in class. The readings are for your benefit, therefore, you need to read. All discussion should be grounded in the text.
15. Ideas, not individuals, are open to challenge. The nature of the course should produce a diversity of ideas. To insure that multiple voices are heard, the course must foster a high degree of psychosocial safety for everyone. As graduate students you should feel comfortable challenging the ideas and thinking of others. However, that challenge cannot be in the form of personal attack or disparagement.
16. Questions represent opportunities to learn. Sometimes students feel that they should not ask questions because they may “sound uninformed.” On the contrary, questions can be a good indicator of your engagement with the subject matter. Do not self-censor lingering questions. Your questions may lead to clearer understandings for us all.
17. Students assume responsibility for their own learning and success. You get out of this experience what you put into it. Thus, students need to make their needs known. I try to be generous with my time and I listen to your ideas and concerns. However, you must make and keep appointments. This assumption also means that students need to take from this experience the things that are useful in furthering their own research and practice interests.
18. However, you have to do A-level work, period. Our children neither deserve nor do they have time for sub-standard or average leaders.
19. I reserve the right to omit or add new material to the syllabus at any time. For example, if we have a great discussion, I may add a response writing assignment or different reading.
20. Some content may challenge you and make you uncomfortable, but don't get bitter get better.
21. You must read for this course. While your experiences are very valuable, do not try to use your experiences as talking points because you did not complete the readings. If you want to discuss your experiences during class, be sure to connect them to the readings and topic for the week. Ground all of your comments in the readings for the current or previous weeks.
22. The class will not operate on the banking system of education and instruction. I am not the “sage on the stage.” I believe that we come to learn through social, cultural, and other forms of interaction; therefore, this course relies heavily on large and small group discussion, watching film clips, and other forms of interaction.

Additionally, throughout the semester we will have featured social justice leaders visit and Skype into as well as read several case studies to see and learn from the practices of those who are doing (or have done) this work in equitable and socially-just ways.

You should carefully read each reading and note how they relate to your Equity Audit Project and leadership practice. Feel free to use your notes and your marked-up readings when we review and discuss the readings. Students should think about questions and ideas that can help you consider how the reading can inform educational practice. Each week for the readings you should be prepared to respond to the following questions:

- ✓ What questions did the readings provoke for you?
- ✓ What are the main findings of this article?
- ✓ What issues, facts, values, and perspectives did the readings challenge?
- ✓ What do you know now that you did not know before reading/viewing this week's assignments?
- ✓ State the major points of each of the readings
- ✓ Pinpoint specific strengths and weaknesses of the promulgated ideas
- ✓ Critically compare and contrast author perspectives within each block of readings
- ✓ Critically compare and contrast the reading content to what we know about educational leadership theory and practice
- ✓ Critically reflect on the reading content as it relates to your own life experience, and your work in education.

Reading. Reading assignments are listed below each class session. The best way to know to what extent you have thoroughly read the readings assignments is a) the extent to which you refer to the readings during our class discussion, and b) the extent to which you cite the literature in the written portion and in the presentation of your Equity Audit Project. You should make a habit of writing down the authors of each of the readings for that class period, and their key ideas. Then, in class discussion, you can, for example, refer to the author to make your point such as “. . . According to Sims and Wynn (2018) complaining that students are not prepared for school is a copout, it's a form of deficit thinking.” It's important that you learn to pair authors with their main ideas, because you will need this skill for these reasons:

1. When you write your two page analysis for your data for Part A, and when you write Parts B and C, and when you present your presentation, you will need to cite as much literature as possible to support your ideas.
2. When you write papers for your other classes you will need to use the literature to support your ideas.
3. If you decide to pursue a Ph.D., knowing and supporting your ideas with the literature are required for completing your dissertation.
4. As school leaders, when you initiate changes and make decisions, you should be able to back up what you are doing by the research and literature.
5. You should be familiar with literature in particular areas to help you be a professional development leader with your staff, and you should be able to suggest particular authors or articles for their professional growth.

Time Expected for the Course – This course is demanding! This course meets every Tuesday for 3 hours. For any graduate class, you can expect it to take about 2 hours per each hour of class time to complete assigned work each week. Thus, for a typical graduate class, that would be about 6 hours of

Attendance	2 points (ongoing)
Participation	2 points (ongoing)
Openings/Closings	1 points (ongoing)
Equity Audit Parts A	35 points (Due on March 13 th)
Equity Audit Parts B and C	30 points totals (15 each) (Due on April 10 th)
Oral Presentation	10 points (Due on April 24 th and May 1 st)
Final Revised Parts A, B, & C	10 points (Due May 7 th)
Total	100

Assignments with Due Dates:

1. Attendance, participation, opening/closing (throughout the semester)
2. Equity Audit Part A (March 13, 2017)
3. Equity Audit Part B (April 10, 2017)
4. Equity Audit Part C (April 10, 2017)
5. Oral Presentation (April 24th and May 1st)
6. Final Revised Parts A, B, and C (not including slides) (due by Monday, May 7th by 11:59 pm)

****You will also be expected to participate in #AISDUTEquity Twitter Chats, which will happen monthly or bimonthly.

* We will open the Canvas assignment portal one-week prior to the due date. Thus, you will have more than enough time to upload your assignments to Canvas. All late assignments (even 1 second late) will receive 10-point reduction, so please submit all assignments on time.

*Expect a minimum two-week cycle before receiving feedback on submitted assignments (not including Canvas reading responses, which Anthony and Desiree will grade).

Grading Scale

A	A-	B+	B	B-	C+	C	F
94-100	90-93	86-89	83-85	80-82	77-79	73-76	72 and below

Grading Philosophy

I expect students at the graduate level to complete coursework at a proficient, or “A-level” work. This is typically the way most students perform in my classes. I also expect graduate students to act with self-determination, to set high goals, to self-assess progress, and to re-adjust goals as necessary. I withhold the right to use rubrics, as I deem necessary, because at times, the use of rubrics can hinder creativity and innovation. At other times, I provide students with a detailed description of each assignment and I anticipate variation in responses. I do provide detailed qualitative feedback of your work. Some assignments may be pass or fail, but they count toward your overall grade. If, however, your effort seems to me to be so insufficient that it warrants a grade of B or lower, I will let you know immediately. The most common source of a B or lower is that students elected not to revise an assignment following my feedback and explicit suggestion to do so. I encourage students to address any questions about the grading process at any time, but preferably soon after feedback is received.

http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php. If in your work, you take ideas from someone else, including a classmate or from the sample proposals posted on the course website, you must give proper credit to its author. If you are unsure how to give proper citation, please reference an APA Handbook.

“Plagiarism means presenting the words or ideas of others without giving credit. You should know the principles of plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the originator of words or ideas, they must in fact be your own.”

Some Recommended (not required) Readings for this course:

Andersen, M., & Hill-Collins, P. (8th edition) (2012). *Race, class, and gender: An anthology*. Independence, KY: Cengage Learning.

Capper, C. A., & Frattura, E. (2nd edition) (2008). *Meeting the needs of students of all abilities: How leaders go beyond inclusion*. Newbury Park, CA: Corwin Press.

Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press. Cambridge, MA.

Ehrenreich, Barbara (2008). *Nickel and dimed: On not getting by in America*. NY: Holt. (*get the new edition with the new Afterward.

Gorski, P. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.

Hill-Collins, Patricia (2009). *Another kind of public education: Race, schools, the media, and democratic possibilities*. Boston, MA: Beacon Press.

Horsford, S. D. (2011). *Learning in a burning house: Educational inequality, ideology, and (dis) integration*. Teachers College Press. 1234 Amsterdam Avenue, New York, NY.

Johnson, R. S. & Avelar LaSalle, R. L (2012). *Data Strategies to Uncover and Eliminate Hidden Inequities: The Wallpaper Effect [Paperback]*. Newbury Park, CA: Corwin Press.

Lui, Meizhu, et al (2006). *The color of wealth: The story behind the U.S. racial wealth divide*. New York, NY: The New Press.

McKenzie, K. B., & Skrla, L (2011). *Using equity audits in the classroom to reach and teach all students*. Thousand Oaks, CA: Corwin Press.

Scheurich J. J., & Skrla, L. (2003). *Leadership for equity and excellence: Creating high-achievement classrooms, schools and districts*. Thousand Oaks, CA: Corwin Press

Singleton, G. E. & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Newbury Park, CA: Corwin Press.

Wise, Tim (2011, Third Edition).

questions and ideas that can help students consider how the reading can inform educational practice and research. **Each week you are to post a 250-word max response/reflection about the week's readings (which is ½ singled-spaced).** In your write-up, you should synthesize the readings, not necessarily summarize. Your response might include:

- a) What was most compelling and striking to you in the readings? What makes you think more deeply in the reading in helpful and provocative ways?
- b) State the major arguments/thesis of each of the readings (what supporting evidence, facts, experiences, or data do the authors provide to support their argument)? And what are your reactions to the arguments? Are you convinced, why or why not?
- c) Critically compare and contrast author perspectives within each reading.
- d) Critically reflect on the reading content as it relates to your own life experience, and your research in education.
- e) Create 2-3 robust questions from the readings that may be used for our discussion. Have a mix of larger questions that relate to the theme of the course, but also specific questions that relate directly to what you read for that week, including page number and even quote, if necessary.

Assignments Expectations in Detail

Equity Audit (85% of overall final grade):

***Please note: If you are not currently working in a school or district in some capacity and do not have easy access to a school, please let Dr. Green know by the end of the first class so that you can find a partner in the class for this project. It is your responsibility to find a partner for this project, but if you are having trouble finding a partner, then please let Dr. Green know.**

The Equity Audit has both written and an oral presentation component. The written portion of the project has three parts, which are explained below and will count for 85% of your final grade. In addition to the written portion of this project, you will create a compelling presentation that features the highlights from the written portion of the project. Presentations will be scheduled for 15-minute periods during the last two class sessions. Be sure to carefully follow the instructions listed below regarding the Equity Audit Project.

You will receive feedback and a grade for Part A, and separately on Parts B and C, and your slides. This feedback should be used to inform your subsequent submissions and uses of each part of the project.

***The goal of the equity audit project in this class is to understand how to conduct equity. While you will do this individually (or with a partner) in the class, you will do this with an entire team when you're a principal. So, the goal here is not to get every piece of data perfect, but rather to gain the skill of conducting an equity audit and creating a plan to address inequities.

The equity audit is separated as follows:

- **Part A** (Recognition and research-based acknowledgement of inequities, and critical consciousness development for school leaders . . . The What is the state of equity or lack thereof in your school?)
- **Part B** (Goal setting to address inequities . . . The What and Why are your goals?)
- **Part C** (Action plan . . . How do we plan to eliminate these inequities over the next 12 weeks, 1,3, and 5 years?)

how will you work with them? What factors will affect your progress? What will be your professional development plan?

***[New] A drawing of your old and new service delivery model (by grade or entire school level), and a justification for why you are doing the equity work.

Collectively, parts B and C together are worth 30% of your final grade. *Parts B and C Due – April 10th by 5:00 pm on Canvas.*

******FINAL REVISIONS OF THE ENTIRE PROJECT – PARTS A, B, C ARE DUE by Monday, MAY 7th at 11:59 PM***

Preparation of Presentation Slides of the Equity Audit: - In addition to being graded on the written portions of your Equity Audit, you will also be graded on your ability to prepare a presentation of your project. Since effective leadership for equity, social justice, and inclusion requires the ability to build a shared vision and plan for social justice, you need to develop effective, persuasive, and engaging presentation skills. When you make your presentation, you are required to role-play the presentation as if you were presenting as the principal to your school faculty/staff. **The presentations of the Equity Audit are scheduled for the last 2 class sessions and you will be a maximum of 15 minutes in length.**

For your presentation slides you should select the most compelling aspects of the data and analysis from the written portion of this project. First give us a little context of the setting from Part A of the written portion. In particular some school demographic data, such as total number of students, percent of students receiving free/reduced lunch, percent of students of color, percent identified with disabilities, a bit about your community context, rural, urban, or suburban, etc. Follow this with 3-5 of the highest priority measurable goals you have identified from Part B of the written portion. Then present the most pertinent aspect of your plans for implementation from Part C of the written portion. Your presentation should produce an "aha" moment in your audience—**it should NOT just be a summary of data;** it should have a clear and compelling point. Students are encouraged to share their presentations and data with their current principal, or with their grade level team or district level teams to bring about change in their schools and districts.

Your presentation should be grounded in research. Therefore, the last slide of your oral presentation should include citations in APA format. Be sure that your presentation does not overwhelm the audience. You should choose only the most important data-based areas and build an action-oriented and shared plan to put into practice after the presentation. In addition to an action plan, you should conclude with some specific and data-based ways to measure progress toward the goals.

Final Notes on the Equity Audit:

- When gathering data, take copious notes.
- Relationships with people are very important. Therefore, try to build these early on in your school or district, assuring them that you are here to learn, *not judge*, and that this is a class assignment, not a research project.

Some Sources that may help you identify Equity Audit Data

- TEA Website
- Your School District's Website

Session	Topic	Readings	Assignments Due
January 16 th (Session 1)	Course Introduction and Community Building	<ul style="list-style-type: none"> Capper and Young Chapter 1-The Imperative of Social Justice Leadership Meyerson, D. E., & Scully, M. A. (1995). Crossroads tempered radicalism and the politics of ambivalence and change. <i>Organization Science</i>, 6(5), 585-600 	None
January 23 rd (Session 2)	<p>Leading for Social Justice as a way to confront inequities in school</p> <p>EQ: What is social justice and a framework for doing social justice leadership (SLJ)?</p>	<ul style="list-style-type: none"> McKenzie, K. B., Christman, D. E., Hernandez, F., Fierro, E., Capper, C. A., Dantley, M., ... & Scheurich, J. J. (2008). From the field: A proposal for educating leaders for social justice. <i>Educational administration quarterly</i>, 44(1), 111-138 [only read the first 7 pages from 111-117] Theoharis, G. (2009). The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press. [Chapters 1] Frattura, E., & Capper, C. A. (2007). Preface and Introduction. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press (preface, introduction, chapter 1 and chapter 2) <p><u>Additional Readings (but NOT required)</u></p> <ul style="list-style-type: none"> Andersen, M., & Hill-Collins, P. (8th edition) (2012). Why race, class, and gender still matter. <i>Race, class, and gender: An anthology</i>. Independence, KY: Cengage Learning. [Chapter 1, but this is an electronic reading] Hackman, H. W. (2005). Five essential components for social justice education. <i>Equity & Excellence in Education</i>, 38(2), 103-109 [6 pages] 	None
January 30 th (Session 3)	<p>Equity & Social Justice Begins with You AND The Equity Audit as the Driver of Equitable School Change</p> <p>EQ 1: What is your personal, local, and immediate goal for enacting equity and justice on your school</p>	<ul style="list-style-type: none"> Theoharis, G. (2009). The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press. [Chapters 2] Frattura, E., & Capper, C. A. (2007). Integrated comprehensive services (ICS). <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapters 4] Capper, C. A. & Young, M. D. (2015). The equity audit as the core of leading increasingly diverse schools and districts (Chapter 10). In G. Theoharis and M. Scanlan (Eds.). <i>Leading increasingly diverse schools</i>. NY: Routledge (electronic reading). 	None

<p>February 13th (Session 5)</p>	<p>Equity Spotlight on Systems that Perpetuate Equity or Inequity: Service Delivery Models for Segregation, Inclusion or Integration?</p> <p>*Social Justice Leader Case Study</p> <p>EQ: Does my school's service delivery model reproduce or reduce segregation and marginalization of children based on socially constructed markers of difference?</p>	<ul style="list-style-type: none"> Oakes, J., Wells, A., Jones, M., & Datnow, A. (1997). Detracking: The Social Construction of Ability, Cultural Politics, and Resistance to Reform. <i>The Teachers College Record</i>, 98(3), 482-510. Theoharis, G. (2009). The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press. [Chapter 3] Frattura, E., & Capper, C. A. (2007). Teams for shared decision-making, staff design, and support staff. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapter 5] Capper & Young (in press). High Academic Achievement in An Inclusive Middle School Case Study, Chapter 6. <p><u>Additional Readings (but NOT required)</u></p> <ul style="list-style-type: none"> Frattura, E., & Capper, C. A. (2007). Teams for shared decision-making, staff design, and support staff. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapter 5] 	<p>None</p>
<p>February 20th (Session 6)</p>	<p>Equity Spotlight on Racism in Schools: Leading for Racial Equity in Schools</p> <p>Tentative: Featured Social Justice Leader (Tentative): Sissi O'Reilly, Los Angeles Unified School District, Former Principal</p> <p>EQ: How might I dismantle racism in my school's setting?</p>	<ul style="list-style-type: none"> Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? <i>Educational researcher</i>, 26(4), 4-16 [Read only pages 4-6 you will only read 3 pages total]. Capper, C. A. (2015). The 20th-Year Anniversary of Critical Race Theory in Education: Implications for Leading to Eliminate Racism. <i>Educational Administration Quarterly</i>, 51(5), 791-833 Matias, C. E. (2013). Check Yo'self before You Wreck Yo'self and Our Kids: Counterstories from Culturally Responsive White Teachers? To Culturally Responsive White Teachers! <i>Interdisciplinary Journal of Teaching and Learning</i>, 3(2), 68-81. Buchler, J. (2013). "There's a problem, and we've got to face it": how staff members wrestled with race in an urban high school. <i>Race Ethnicity and Education</i>, 16(5), 629-652. <p><u>Additional Readings (but NOT required)</u></p> <ul style="list-style-type: none"> Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive 	<p>None</p>

		and linguistically diverse students in special education through culturally responsive educational systems. <i>Education Policy Analysis Archives</i> , 13(38), n38.	
March 6 th (Session 8)	<p>Equity Spotlight on Students who are linguistically diverse</p> <p>EQ: How is my school structurally positioned to support children who are culturally and linguistically diverse in equitable ways?</p> <p>Featured Social Justice Leader: Jeff Fleig, Principal Glendale Middle School, Glendale-River Hills School District, Wisconsin.</p>	<ul style="list-style-type: none"> • Cervantes-Soon, C. G. (2014). A critical look at dual language immersion in the new Latin@ diaspora. <i>Bilingual Research Journal</i>, 37(1), 64-82. • Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. <i>Educational Administration Quarterly</i>, 48(4), 583-625. • Capper & Young (in press) Social Justice Through Resource Reallocation and Academic Assessment, Chapter 2. Case Study <p><u>Additional Readings [NOT required]</u></p> <ul style="list-style-type: none"> • Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. <i>Bilingual Research Journal</i>, 36(2), 167-186. • Soltero-González, L., Escamilla, K., & Hopewell, S. (2012). Changing teachers' perceptions about the writing abilities of emerging bilingual students: towards a holistic bilingual perspective on writing assessment. <i>International Journal of Bilingual Education and Bilingualism</i>, 15(1), 71-94. • Flores, N. (2016). A Tale of Two Visions: Hegemonic Whiteness and Bilingual Education. <i>Educational Policy</i>, 30(1), 13-38. • Frattura, E., & Capper, C. A. (2007). English language learners and ICS. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapter 10] 	

<p>April 3rd (Session 12)</p>	<p>Social Justice and Instructional Leadership</p> <p>Featured Social Justice Leader: Dr. Theoharis, Professor, Syracuse University</p> <p>EQ: How might I use Universal Design for Learning (UDL) and culturally responsive teaching to meet the instructional needs of all children in my classroom and school?</p>	<ul style="list-style-type: none"> Theoharis, G. (2009). Closing the achievement gap: Toward a theory of socially just school reform. The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press. [Chapters 4 and 6] Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>, 53(2), 106-116. Meo, G. (2008). Curriculum planning for all learners: Applying universal design for learning (UDL) to a high school reading comprehension program. <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 52(2), 21-30. <p><u>Additional Readings [NOT required]</u></p> <ul style="list-style-type: none"> McKenzie, K. B., Skrla, L., & Scheurich, J. J. (2006). Preparing instructional leaders for social justice. <i>Journal of School Leadership</i>, 16(2), 158-170 	<p>None</p>
<p>April 10th (Session 13)</p>	<p>Equity Spotlight on Sexual Orientation & Gender Identity: Leading to Support Students who are LGBTQ</p> <p>*Social Justice Leader Case Study</p> <p>EQ: Is my school an equitable place for students who are LGBTQ?</p>	<ul style="list-style-type: none"> Capper, C. A., Schulte, K., & McKinney, S. A. (2009). Why school principals must stop all teasing, harassment, and bullying in schools and how they can do so. <i>Sexuality matters: Paradigms and policies for educational leaders</i>, 123-156 Theoharis, G. (2009). Connecting and respecting: Creating a climate of belonging. The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press. [Chapter 5] Capper & Young (in press). Addressing the needs of gay and lesbian students in a rural high school, Chapter 4. <i>Case Study</i>. <p><u>Additional Readings [NOT required]</u></p> <ul style="list-style-type: none"> Frattura, E., & Capper, C. A. (2007). Creating a School Climate that Supports Students with Challenging Behaviors. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapter 6] Frattura, E., & Capper, C. A. (2007). Creating a School Climate that Supports Students with Challenging Behaviors. <i>Leadership for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press. [Chapter 6] Hernandez, F., & Fraynd, D. (2015). Inclusive leadership and lesbian, gay, bisexual, transgendered, and questioning students. <i>Leadership for increasingly diverse schools</i>, 101-118. 	<p>Parts B & C Due (Due on Canvas by 5:00 pm)</p>

Deliverables for each part of the Equity Audit

Part A

1. Completed equity audit form
2. Two-page analysis of greatest school inequity
3. Two graphs demonstrating those inequities for your staff.

Part B

1. Goals to address inequities, which can be written as a list (see syllabus pages 13, 25, and 26).

Part C

Up to 8-page implementation plan, and a drawing of your old and new service delivery models (by grade or entire school level), and a brief justification for why you are changing the service delivery model. This should be included at the end of your write-up as an appendix, but in the write-up discuss your justification for changing the service delivery model.

Instructions for Data Gathering for the Equity Audit

In data gathering assignments, when asked to **report both the fraction** (# of group under consideration/ total number) and percentage, it is critical to report both. NEVER (in any assignment due for this course) report a statistic without comparing it to the overall group. The practice of reporting the ratio and percentage gives the reader or audience something to compare the statistic against - it provides a context for understanding the meaning of the data. Without the ratio and percentage, the data you are reporting makes no sense and is not helpful. Always report both the fraction and percentage. Within the data gathering, be sure you do the following:

- Report both a fraction and percentage. (For example: when reporting that 20 students receive free and reduced priced lunches of the 100 students enrolled, you would report that 20 out of 100 and 20% of students are on reduced priced lunches).
- The last question on each of the data gathering components for each diversity area asks you to find data related to that specific diversity area in 2 other areas in your setting. Be sure to pick important and interesting areas. For example, if speech / debate is a popular activity in your school, report data for speech / debate since it is an integral part of your school community.

How We Grade Data Collection

1. All required data boxes are filled. No boxes left blank.

2. If the student cannot find a specific data point, then a very brief explanation is written in the box, (e.g. "I contacted the principal three times about this on the following days (February 5, 12, and 19) and she did not get back to me.")

3. Related, the correct numbers/fractions are used to derive the data-proportional representation. For example, truancy: to calculate if students of difference are over-represented in truancy, then the denominator is the total number of students who are truant, the numerator is, for example, African American students who are truant. And then the percentage is calculated. What is not correct is to show the % of African American students who are truant. This is a different figure and not proportional representation.

7. Last paragraph details specifics on how to eliminate achievement inequities. General statements “increase parent involvement.” “Implement ICS” are not good enough. Students need to make sure they address specifically how to raise achievement.
8. Supported by literature
9. Writing is strong/clear/easily understood by any staff or community member.
10. You have not started any sentences with numbers (per APA)
11. You have not used the word “minority” and instead used “students of color.”
12. You use person first language for disability (see syllabus) and write students with disabilities, not disabled students.
13. You do not use the phrase “economically disadvantaged,” instead use students from low-income families.
14. Preference toward students who are linguistically diverse for (assets based language purposes) instead of ELLs. Again, students should not be reduced to a social construction. We must acknowledge students’ humanity.
15. The analysis should stand on its own in that any data we need to know should be included in the analysis. Though I have the data sheets to refer to, your community or school board may not. So be sure the analysis includes the data you are talking about.
16. When citing literature, like (Smith & Smith, 2018), use the ampersand (&) sign, and not the word “and” between authors’ names.
17. In the data collection form, report fractions AND percentages. In the analysis, report ONLY percentages, not fractions.

Part A with 2-Graphs

For Part A, you will also prepare ONLY two graphs that illustrate a compelling equity gap in your school. This will give you practice in preparing graphs, and will also allow us to give you feedback, your graphs before making additional graphs for your presentation.

Based on my experience, it’s easiest to use Microsoft Products to create charts and graphs, but you are welcome to use whatever software is best for you.

I strongly recommend using Excel to build your graphs, because it is the easiest. Microsoft Excel (if you had Microsoft Office, you have Excel, check in your programs folder) is designed to make graphs more easily. Students have also created graphs using Microsoft Word and Microsoft PowerPoint; see both programs for additional information on how to develop graphs using that software.

1. The purpose of this is to get students to practice developing graphs earlier in the semester to figure out how to do so in preparation for their graphs later in the semester. Rule of thumb is the “*Speedway Street Rule*.” That is, if you dropped your graphs on Speedway Street, anyone should be able to pick them up and figure out what you are saying in your graphs without you providing any explanation.
 3. Proportional representation is shown, if applicable. Best to show this by first showing a bar graph on the left that shows, for example, the percent of students in the school who are low income, and then the bars next to that, that show percent of students who are low income in special ed, gifted, AP, etc.
 4. Ideal if the percent is written on top of the bar, or written inside a pie graph.
 5. Colors and font size make the graph easy to read.

The University of Texas at Austin Principalship Program
ELP 384T School Improvement: Instructional Leadership: Instructional
Leadership and Development
Spring 2018

Instructor: Debra Cantu, Ph.D.

Phone: 512/663-0419 or Office Phone: 512-471-6137

E-mail: dhester@austin.utexas.edu

Class Time/Location: Wednesdays 4:30 – 7:30/Room 364 - SZB

Office Hours: By appointment (Office – 310 in SZB)

UT Urban Principal Leadership Program Learning Outcomes

- Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved.
- Prepare school leaders who anchor their practice in social justice leadership which means to “make issues of race, class, gender, disability, sexual orientation, [language] and other historically and currently marginalized conditions in the U.S. central to their advocacy, leadership, practice, and vision” (Theoharis, 2009, p. 223).
- Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

Purpose of the Course:

The purpose of this course is to examine the role of the principal as instructional leader in creating a learning environment that practices the principles of anti-racist leadership in the context of using data to make sound instructional decisions. Specifically, the course will equip students with the knowledge and tools necessary to be an effective instructional leader and an understanding of the processes, systems, and structures crucial to creating high performing learning communities. Students will engage in deep analysis and discussion around data analysis, teacher observation and feedback, and professional learning community development. This course develops the skills needed for elementary and secondary school practitioners, focusing on the role and functions of the principal as a leader. Activities and assignments lead participants to practice skill development in supervision and evaluation processes. During each class period, you need to come prepared to move between the roles of student, teacher, assistant principal, principal, thinker, writer, reader, speaker, and listener.

Guiding Questions:

1. What role does a social justice leader play in improved academic achievement?
2. What tools are needed to be a principal who is an instructional leader?
3. What are the components of effective instructional management?

Course Objectives:

Successful completion of this course should enable students to:

1. Distinguish the roles, main functions, and responsibilities of the school leader in developing and supporting specific individual and institutional instructional practices.
2. Analyze different perspectives and sources of data regarding teacher instructional effectiveness in order to address teacher developmental needs and inspire them to be relentless in adding value to each student.
3. Increase their knowledge base, competencies and leadership dispositions associated with teacher performance assessment, evaluation, and professional development within the context of today's complex educational environments.
4. Observe classroom instruction, collect pertinent teacher instructional performance data, and provide reflective feedback to teachers.

A = 94-100 points A- = 90-93 points B+ = 87-89 points B = 83-86 points
 B- = 80-82 points C+ = 77-79 points C = 73-76 points

Schedule

This is the planned course schedule. I hope that we are able to follow it closely. However, we will be flexible. When we need more time in certain areas, we may have to adjust some of the planned topics.

Class Dates	Key Topics/Discussion/Assignment Overview	Assignments and Due Dates
01/17	Introduction of guest lecture Course requirements and expectations Instructional Improvement Systems <ul style="list-style-type: none"> - Texas Administrative Code - National Standards for Principal - <i>Who Are the Students We Teach?</i> - <i>How Do We Reach Our Students?</i> - <i>How Do We Teach Our Students?</i> 	READING ASSIGNMENTS AND SCHEDULE OBSERVATIONS
01/24	Text Discussion: Formal and Informal Classroom Observations The Pre-observation Conference	ASSIGNMENT: Read Zepeda, <i>Principal as Instructional Leader</i> for Jan. 31st Discussion
01/31	Text Discussion: Zepeda, <i>Principal as Instructional Leader</i> Building Vision & Collaborative Culture Research Supervision, PD, and T. Evaluation	ASSIGNMENT: Read and Prepare Presentation for Feb 21: <i>Zemelman's Best Practice: Bringing Standards to Life in America's Classrooms</i>
02/7	Outside Assignment: Conduct a classroom observation #1 and make connections to Zepeda's readings	UTAPP ASSESSMENT CENTER FEB.10TH DUE FEB 21st: Best Practice Presentation PowerPoint & Written Summary are uploaded in Canvas
02/14	Canvass Conference: Classroom Observation Feedback, Plan of Support and Tiered Professional Development Plan and make connections to principal standards and Zepeda's readings	DUE FEB 2st: Best Practice Presentation PowerPoint & Written Summary are uploaded in Canvas
02/21	Presentation: Zemelman's <i>Best Practice: Bringing Standards to Life in America's Classrooms</i>	Assignment: Read Hollie: <i>Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success</i>
02/28	Discussion: How Do We Know If Our Students Are Learning? How Do We Stay in the Game? Discuss CLRT <i>Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success</i>	ASSIGNMENT: Read and Prepare Presentation: Cain's <i>The Fundamental 5: The Formula for Quality Instruction</i>

Best Practice Presentation

Your group will model the use of sound researched-based practice in the development and implementation of a campus. The class discussion about your assigned chapter as though you are a part of a school-based teacher learning community, utilizing information from our other readings. You and your partner will choose a chapter to teach to the class. The presentation should be 20 to 30 minutes in length. You will plan and give a presentation to help everyone understand the meaning and importance of the chapter. A written summary of your presentation is due on the day of your presentation.

Fundamental 5 Presentation

In pairs/groups, lead the class discussion about your assigned chapter as though you are a part of a school-based teacher learning community, utilizing information from literature we have read and the Cooper book. You and your partner/group will choose a chapter to teach to the class. The presentation should be 20 to 30 minutes in length. You will plan and give a presentation to help everyone understand the meaning and importance of the practice. A written summary of your presentation is due on the day of your presentation.

Classroom Observations

Complete two classroom observations at your school or another school approved by the professor. Select three classrooms from which to write an observation report with a reflective question designed to cause the teacher to think and to move his or her practice one step forward.

Each report should include:

1. Description of the classroom observed
2. Analysis of congruence to the curriculum- content and cognitive level
3. Draft of a Reflective question that you could ask the teacher to move his or her practice one step forward.

Teacher Instructional Support Plan

Select one of the classroom observations you conducted and think deeply about how you might support that teacher. Your plan should include:

1. Restatement of classroom observation data from selected observation
2. Identification of proposed instructional support and rationale
3. Statement of objective(s) for teacher improvement
4. Proposed plan for improvement including timeline, process, and tools.
5. Procedure designed to collect evidence of improvement
6. Use techniques from course texts as appropriate

PRE-PLANNING				
Identify Problem of Practice from your Equity Audit:				
Identify how the problem impacts each level:	Student Level	Teacher Level	Leadership Level	Campus Level
Identify the Research Based Practice to be Introduced:				
FACILITATE THE SOUND RESEARCH-BASED PRACTICE				
Identify the Professional Development Goal:				
List the Objective(s):				
Identify Teacher Expectation and Campus Implementation strategies:				
Identify the Leadership Monitoring Strategies:				
Explain how the Research Based Practice will promote Social Justice:				

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) model and promote the continuous and appropriate development of all learners in the campus community;

(4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

(5) articulate the importance of education in a free democratic society.

(c) **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

(1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) ensure that parents and other members of the community are an integral part of the campus culture;

(3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

(5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;

(6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

(7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

(11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(d) **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8) collaboratively plan and effectively manage the campus budget;

(9) use technology to enhance school management; and

(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

(g) **Learner-Centered Curriculum Planning and Development.** A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

(h) **Learner-Centered Instructional Leadership and Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

**The University of Texas at Austin Principalship Program
ELP 384D Administration of the Individual School: Elementary and Secondary
Spring 2018**

Instructor: Debra Cantu Hester, Ph.D., Clinical Assistant Professor,
UT Advisor for Internship

Phone: office: 512-471-6137 or cell: 512-663-0419

E-mail: dhester@austin.utexas.edu

Class Time/Location: Saturdays – 9:00-12:00/SZB 364

Office Hours: By appointment (Office number – 310N)

UT Urban Principal Leadership Program Learning Outcomes

- Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved.

- Prepare school leaders who anchor their practice in social justice leadership which means to “make issues of race, class, gender, disability, sexual orientation, [language] and other historically and currently marginalized conditions in the U.S. central to their advocacy, leadership, practice, and vision” (Theoharis, 2009, p. 223).

- Provide powerful learning experiences in their community and district to demonstrate national and state educational professional learning standards through a social justice and critical lens.

Theory of Action: If we commit to developing collaborative, data-savvy, reflective instructional leaders who are focused on increasing student achievement of all children, especially those who have been marginalized because of race, culture, class, language, gender, sexual orientation, religion and/or ability, then we will prepare teacher leaders to become transformational building leaders who embrace principles of anti-racist leadership as a starting point for developing a lens of social justice for the purpose of taking action.

Course Description: The two-semester course, Administration of Individual Schools, combined with the graduate internship and subsequent clinical experience, is a key component of the principalship program. The goal of the course and embedded internship is to strengthen leadership capacity. Class experiences have been designed to provide a forum for continued research, reflection, application of theory, and leadership practice in authentic school leadership roles. In addition to coursework, each intern will conduct a self-assessment and design individualized learning experiences to simultaneously increase personal mastery as well as student and/or site outcomes. The intern will intentionally structure field-based learning experiences aligned to the National and State Standards. Texas Administrative Code §228.35 states: (3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

UTAPP students are expected to document at least 160 hours of authentic leadership through actions, practices, and experiences agreed to by both the university advisor and on-site principal. Students will post documentation of internship hours connected to State and National Standards each semester. These hours must reflect leadership experiences rather than an accumulation of administrative tasks.

Learning Objectives:

- Develop school leaders who are committed to eradicating inequities in schools for all children, especially those who have been historically underserved.

- Prepare school leaders who anchor their practice in social justice leadership which means to “make issues of race, class, gender, disability, sexual orientation, [language] and other historically and

Feb. 24th: Upload Leadership Observation #3

March 24th: Upload Leadership Observation #4

March 31st: Standard summary & artifacts in Canvas, e-Portfolio & portfolio binder.

April 14th: Final Participatory Research Project

April 28th: Leadership in Action Presentation

May 5th: Portfolio Binder (refer to Table of Content in Canvas files)

Class Schedule

This is the planned course schedule, indicating the due dates for all assignments in the far right column. Please use the templates, rubrics and questions provided for assignments found in Canvas. The PAR and Portfolio are independent projects, so I encourage you not to wait for the April due dates.

Class Dates	Key Topics/Assignments
Jan. 20 9:00-12:00	Welcome & Introductions Overview of Advancing Educational Leadership (AEL) and Texas Teacher Evaluation Support System (TTESS) AEL: Introduction to AEL Conceptual Framework Exploring the AEL Themes Creating a Positive School Culture
Jan. 27 9:00-12:00	AEL: Creating a Positive School Culture-Continued Anchoring Your Learning Rattlesnake Alert Establishing & Sustaining a Vision, Mission and Goals Personal Vision Anchor Your Learning
February 3 rd 9:00-12:00	AEL: Developing Self & Others Conflict Continuum Complex Pieces
February 10 th	ASSESSMENT CENTER 7:30-1:00
February 17 th 9:00-12:00	AEL: Improving Instruction Teacher Coaching AEL.education Anchor Your Learning
February 24 th 9:00-12:00	AEL: What's Your App? Improving Instruction-Continued Managing Data & Processes
March 3 rd 9:00-12:00	AEL: Managing Data & Processes-Continued Leadership Analogies Café AEL/Action Planning Anchor Your Learning
March 10 th 9:00-12:00	TTESS: TEA Introductory Video Appraiser Expectations Texas Teacher Standards TTESS Overview/Rubric Overview & TTESS Triangle Recommendations

9:00-12:00	Professional Development: Linking the Dimensions TTESS Appraisal Timeline & Portal Report Appraiser Online Training/Certification Calibrations & Raters Closing Activity: Golf Balls Closure
Transition Camp	11:00-12:00 (Transition Camp Words of Wisdom with New Students & Exit Interview Post all remaining assignments to Canvas and turn in your Portfolio

CLASS ATTENDANCE AND PARTICIPATION

Being a campus leader is one of the most rewarding careers in the world if it is truly what you want to do. During this semester, I will help you become prepared for leading by expecting you to be professional. Professionalism takes many forms -- attendance and punctuality, preparation and participation, effort and dedication, courtesy, and responsibility. Participation in class shows evidence of understanding the texts and connecting what we are discussing in class with your school experiences and other readings. Listening to your colleagues during class discussions is a critical part of professionalism.

Regular attendance at all class meetings is a requirement of this course. For each class session you miss, 5 points will be deducted from your final grade for the course. Each of you will be given one Emergency Release (ER). To use your ER, you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, or other serious problem. All other absences are unexcused and will affect your grade.

Chronic lateness is also an attendance/professionalism issue that will affect your grade. More than 3 late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Laptops and cell phones may not be used to check e-mail, text, surf the internet, shop on the internet, do outside research, IM'ing each other, or to complete any other work outside of this course during class. Laptops and cell phones may only be used in appropriate ways at appropriate times.

ON-SITE LEADERSHIP OBSERVATIONS

(Your portfolio will have 3 observations for the entire year and one recording observation)

Use Template located in Canvas to include: written summary, rubric, notes aligned to the Standards and gather intern, principal and UT advisor signatures

You will prepare, plan, lead and/or facilitate others in:

- Strategic planning, goal setting session, or team session
- Examination and analysis of student work products
- Equity audit and/or data analysis
- Lesson study cycle, curriculum development, or instructional planning
- Delivering professional development
- Presentation on program evaluation
- Student development activity (outside of assigned instructional duties)
- Parent and/or community engagement

Pre-Observation Questions:

- Implement the action plan.
- Measure and evaluate results.
- Reflect on progress, assessing both the process and outcome of the PAR.
- Report findings, insights gained and next steps.
 - Prepare a final report and present your PAR process and outcomes to area educational leaders at Leadership in Action.
 - Note: Your full team is welcome to join us and participate in the presentation.

INDIVIDUAL LEARNING PLAN FROM FALL SEMESTER (To be updated spring semester)

It is important when you conduct research to plan, review and make necessary changes and/or updates. Please review and update your plan with your principal to complete your research by the end of April.

LEADERSHIP IN ACTION: BIO & ABSTRACT

Email the title, researcher name(s) abstract and brief bio(s) for the booklet to shonne.gonzalez@austin.utexas.edu and dhester@austin.utexas.edu

Title:

Researcher(s): (Your name)

Abstract: 150 word maximum; provide a brief description of the aims of this project.

Researcher Bio: 150 word maximum; provide a brief summary of your career path to date and intended future career plans. Note: This will be included in a booklet for educational leaders and other guests attending the Leadership in Action event.

LEADERSHIP IN ACTION FINAL PRESENTATION

Prepare and deliver a professional interactive 20-minute presentation on research results utilizing a digital presentation media. The following headings in bold **must** be used in the presentation. Bring 10 copies of your presentation. There will be a UT Professor serving as discussant and moderator of your session. He/she will complete an evaluation of your presentation. (See rubric below).

Required Slide	Sample Questions to Address
Introduction (setting the stage or establishing the context):	What problem does your study address? What is the purpose of your study? What data do you have to support the need for your study? Equity Audit results? (Include tables or figures). What was your original hypothesis – or what did you think the outcomes would be?
Research Design and Methods (how was the study conducted):	What were your research questions? What assumptions are present in your study? What were the data sources? How did you gather information? (Survey, focus group, interviews?) (Include questions used as an appendix) Who were the respondents? How many? Demographics? How were respondents selected? How did you analyze data? What are the limitations or weaknesses of this design?
Results:	What theme(s) or issue(s) emerged?
Discussion:	Note: Include properly cited relevant research Were these findings expected? What published research supports this interpretation or provides a counter argument?
Recommendations:	What actions or changes are recommended?

- d. PAR documentation, presentation and outcomes
2. Reflect:
- How might you describe your beliefs, actions, ways of thinking prior to this year's internship experience?
 - What changes, if any, have occurred in the way that you think about, believe, or act as a leader?
3. Connect:
- What significant internship learning experience(s) contributed to these changes?
 - Why were these learning experiences significant?
 - In what specific or tangible ways was your learning or leadership impacted?
 - In what specific ways do the selected artifacts (See 5 below) serve as evidence that you have mastered this standard?
4. Commit to future learning:
- What are your learning and career plans for the next 1, 3 & 5 years?
 - How might you plan for continued professional and personal growth in the years to come?
 - What support would be beneficial as you continue your leadership journey?
 - Who might you enlist to aid you along the way?
 - What else do you want to express?
5. Evidence of Internship Completion:
- Upload six artifacts to serve as evidence (significant project or tangible product) of your learning and leadership during your internship connected to the six ISLLC/ELCC Standards:
- 1) Vision of Learning,
 - 2) Culture of Learning,
 - 3) Safe, Effective & Efficient Environment,
 - 4) Community Engagement,
 - 5) Integrity, Fairness & Ethics, and
 - 6) Advocacy.
- The PAR project can serve as 3 of these artifacts but you must post relevant products for each standard on your portfolio and provide specific rationale to support why the PAR serves as documentation for each selected area.
6. Individual Learning Plan: Upload your updated Individual Learning Plan to your portfolio noting any modifications that you made.

PORTFOLIO TABLE OF CONTENT

1. Resume & Entry Plan
2. On-Site Supervisor, Intern, UT Advisor Roles and Expectations with signatures
3. Learning Reflection Question Response (see page 12; #2-5)
4. Learning Observations 1, 2 and 3 with rubric, notes and signatures
5. Participatory Action Research PowerPoint, handouts and Action Plan
6. Standards
 - a. Written summary of your learning and leadership during your internship connected to State Standards
 - b. Six artifacts to serve as evidence (significant project or tangible product) of your learning and leadership during your internship connected to the six ISLLC/ELCC Standards:
 - 1) Instructional Leadership
 - 2) Human Capital
 - 3) Executive Leadership
 - 4) School Culture
 - 5) Strategic Operations

	evident throughout paper					
Total						

University Policies

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Plagiarism will not be tolerated. The following site includes multimedia presentations on what constitutes plagiarism.

<http://www.lib.utexas.edu/services/instruction/learningmodules/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://deanofstudents.utexas.edu/sjs/>) Students may call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

THE TEXAS PRINCIPAL STANDARDS

STANDARD I

2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.

STAFF COLLABORATION AND LEADERSHIP

2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.

SYSTEMATIC EVALUATION AND SUPERVISION

2d. You conduct rigorous evaluations of all staff using multiple data sources.

STANDARD 3

EXECUTIVE LEADERSHIP: YOU ARE RESPONSIBLE FOR MODELING A CONSISTENT FOCUS AND PERSONAL RESPONSIBILITY FOR IMPROVING STUDENT OUTCOMES.

As principal, you take personal responsibility for the success of the school and motivate the community by modeling a relentless pursuit of excellence. Because of this, you are reflective in your practice and strive to continually improve, learn, and grow, acknowledging mistakes while remaining focused on solutions. When a strategy fails, you analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt future strategies. Keeping staff inspired and focused on the end goal is crucial while supporting effective change management. It is important to have strong communication skills and be willing to listen to others and create opportunities for staff and stakeholders to provide feedback. By treating all members of the community with respect, you develop strong and positive relationships.

The impact of your leadership as principal on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, your first priority is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community. Waters & Cameron (2007) suggests that:

"Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school's change efforts will be."for ensuring every student receives high-quality instruction.

INDICATORS

RESILIENCY AND CHANGE MANAGEMENT

3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.

COMMITMENT TO ONGOING LEARNING

3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.

COMMUNICATION AND INTERPERSONAL SKILLS

3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.

ETHICAL BEHAVIOR

3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.

STANDARD 4

SCHOOL CULTURE:YOU ARE RESPONSIBLE FOR ESTABLISHING AND IMPLEMENTING A SHARED VISION AND CULTURE OF HIGH EXPECTATIONS FOR ALL STAFF AND STUDENTS.

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to

TACTICAL RESOURCE MANAGEMENT

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

POLICY IMPLEMENTATION AND ADVOCACY

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

- Title 19, Texas Administrative Code, available at www.sos.state.tx.us/tac/index

Expectations for Students

- Attendance and class participation are required; class participation in discussion and analysis will be one of the considerations in evaluation of students.
- Reading in preparation for each class is critical to understanding the issues and to ensuring effective participation in each class. Reading assignments are to be completed prior to each class as noted in the Class Schedule that follows at page 4.
- Students will be asked to explain aspects of the readings or participate in other discussions regarding the assigned readings.
- Cell phones must be turned off or silenced throughout class time.
- Please do not hesitate to ask questions about materials or assignments in class or via e-mail. If an e-mail inquiry is relevant to the entire class, I will share the question and response, without identification of the person asking.
- Each week, be prepared to bring up current legal issues related to education that may arise in news reports or the electronic newsletter, www.texasisd.com. Time permitting, a few minutes may be devoted to a short discussion of such issues at the beginning of class.

Bases for Evaluation/Grading

1. Case Studies & Participation in Class

Virtually all classes will require students to respond to questions and participate in discussions regarding the reading assignments.

Some of the classes will include small group reviews and discussions of actual cases, hereinafter referred to as "Case Studies." The case study scenarios will be distributed immediately before the group activity during class. Such activities will require knowledge gleaned from the required reading and a general understanding of the legal issues to be considered in administrative decision-making. Class materials and notes are available for these exercises.

At the conclusion of the discussions, each group will report to the rest of the class the key facts, legal and practical issues to consider in administrative decision-making, arguments on both sides that may be considered, outcome that you believe should result, and the legally-based rationale for such outcome. All group members will be expected to participate in reporting on the group's respective assigned Case Study.

2. Mid-Term Analysis and Policy Review

The Mid-term will consist of two parts:

- A. Situation Analysis:** You will be given scenarios describing incidents or situations that will require identification and analysis of the legal issues, as well as arguments on both sides of those issues. You will be expected to reach a conclusion for each

Class Schedule & Assignments

References to Chapter numbers are from the Educator's Guide textbook. "School District Policy" refers to a local school district policy manual students will be expected to access. All other materials will be posted on CANVAS.

- (1) August 30 Introductions, course information, *Educator's Guide* Appendix A-C
- (2) September 6 Chapter 1, Overview--How School Law Develops
- U. S. Constitution, Amendments I, IV, and XIV
 - Q & A document regarding "Districts of Innovation," by the Texas Association of School Boards (TASB)
 - Jurisdiction: *Shepard v. Austin ISD*, Dkt No. 054-R10-403 (Comm. Of Educ. 2004).
 - Title VII of the Civil Rights Act of 1964, 42 USC 2000e, et seq
 - Title IX, Education Amendments of 1972, 20 USC, 1681, et seq
 - Section 1983, Civil Rights Act, 42 USC 1983
- (3) September 13 Chapter 2, Student Attendance and Instructional Program
- Undocumented students: *Plyler v. Doe*, 457 U.S. 202 (1982).
 - *Transgender Students in Schools*, Version 10, Q & A publication by the National School Boards Association (NSBA).
 - "Dear Colleague" letter regarding Title IX and transgender students, U.S. Departments of Justice and Education, February 22, 2017.
 - National Law Review article on *State of Texas v. USA*
- (4) September 20 Chapter 9, Privacy Issues—Records, Searches
- School district policy FL (Legal), FL (Local)
 - Searches at school: *New Jersey v. T.L.O.*, 105 S.Ct. 733 (1985).
 - Drug testing of students: *Vernonia School District 47J v. Acton*, 115 S. Ct. 2386 (1995).
 - PowerPoint presentation: Legal Digest Education Law Conference for Principals, *Students and Their Devices* presentation by Haley Turner, attorney at law, June 2017

Case Studies

- (5) September 27 Chapter 8, Student Discipline
- Due process in discipline: *Goss v. Lopez*, 95 S. Ct. 729 (1975).
 - Alternative education programs: *Nevares v. San Marcos CISD*, 111 F. 3d 25 (5th Cir. 1997).

Student speech:

- *Tinker v. Des Moines Independent Community School District, et al.*, 89 S. Ct. 733 (1969).
- *Bethel v. School District No. 403 v. Fraser*, 106 S. Ct. 3159 (1986).
- *Hazelwood School District, et al, v. Kuhlmeier*, 484 U. S. 260 (1988).

(11) November 8 Chapter 7, Religion--Establishment Clause and Free Exercise Clause

- Prayer at school events: *Santa Fe ISD v. Doe*, 120 S. Ct. 2266 (2000).
- Teacher's rights: *Palmer v. Board of Education of City of Chicago*, 603 F.2d 1271 (1979).

(12) November 15 Chapter 10, Legal Liability, through page 400

- Student's injury: *Barr v. Bernhard*, 562 S.W. 2d 844 (Tex. 1978).
- Employee liability and immunity: *O'Haver v. Blair*, 619 S. W. 2d 467 (Tex. Civ. App.—Houston 1981).

Case Studies

November 22 Thanksgiving break

(13) November 29 Chapter 10, Legal Liability, beginning page 400

Students:

- *Doe v. Taylor ISD*, 15 F. 3d 443 (5th Cir. 1994).
- *Gebser v. Lago Vista ISD*, 118 S.Ct. 1989 (1998).
- *Davis v. Monroe County Board of Education*, 119 S. Ct. 1661 (1999).

Employees:

- *Meritor Savings Bank v. Vinson*, 477 U. S. 57 (1986).
- *Williamson v. City of Houston, et al*, 148 F3d 462 (5th Cir. 1998).

(14) December 6 Last class!

Administrative Interview Project Due

Presentations and discussions regarding administrative interviews

Final exam to be distributed

Processes/Expectations

and choice in the learning tasks
directed and independent work
active inquiry
for understanding
active learning
critical learning
and others- assessment
learning by teaching

Format and Core Assignments

Classes will consist of small and large group discussion, individual assignments, interactive activities, and a combination of both virtual and in-person formats.
Assignments include: team-oriented completion of Artifacts of Learning (AoL), framed against the CCSSO and Texas standards; substantial writing assignments; and a final written exam of open-ended prompts.

Absence is needed and expected, as each student brings a unique contribution to the classroom. Absence, for any reason, affects fellow learners. Calendar conflicts will always arise (they are a way of life for school administrators); however, they should be avoided with extreme care. Academic grade will be reduced by 2.5 percent for each class meeting missed by the student. Students should always be notified prior to an absence.

Scholarship Dishonesty

Students who violate University of Texas rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on dishonesty will be strictly enforced.

Drop Policy: UT Rules for Graduate Students

Without required approvals, a graduate student may drop a course through the last class day of the semester or summer term; after the twelfth class day of the semester or the fourth class day of the summer term, the graduate dean's approval is also required. If the student drops the course by the twelfth class day of the semester or the fourth class day of the summer term, the course is deleted from the student's academic record and applicable fees are refunded. If the student drops the course from the thirteenth through the twentieth class day of the long semester or from the fifth through the tenth class day of the summer term, the letter symbol *Q* appears on his or her academic record to indicate a drop without academic penalty. No refund is given. After these

Rubric for Final Exam

4 Points	3 Points	2 Points	1 Point	0 Points
The student demonstrates a full and complete understanding of school business leadership constructs, and how he/she might effectively apply those in the leadership role.	The student demonstrates significant understanding of school business leadership constructs, and how he/she might effectively apply those in the leadership role.	The student demonstrates some understanding of school business leadership constructs, and how he/she might effectively apply those in the leadership role.	The student demonstrates limited understanding of school business leadership constructs, and how he/she might effectively apply those in the leadership role.	Little or no evidence of understanding the school business leadership construct during the term (or the student is unable to take the exam).

Final Exam

The final exam for this class, with anticipated per diem content discussions, can be accessed at: https://www.google.com/document/d/1tmw12Fu2ccViC_PEsE199L1w0DWB6hJQgAHE3VdsqKQ/edit?usp=sharing. The schedule is always subject to change/modification. Printing it is NOT suggested; viewing it often is.

On June 25, 2017, send responses to items A/B below in an email to me. This is your final exam.

1. Provide rationale for the 10 most powerful learnings you gleaned from participating in School Business Management this summer.

2. Provide rationale for three concepts/topics related to school business management that you feel unprepared to face as you move forward.

State of Texas School Administrator Standards

Principal Standards.

The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences address the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans;

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and participating in grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Staff implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in classrooms filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students engaged in cognitively challenging and differentiated activities.

B) Indicators.

(i) **Rigorous and aligned curriculum and assessment.** The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

B) Indicators.

- (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
- (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized aligned professional development opportunities.
- (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

A) Knowledge and skills.

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with staff to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(V) treat families as key partners to support student learning, creating structures for two-way communication and updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students, provide updates on progress and actively work with families to support learning at home. Members of the broader community engage with the school community.

B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for all students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning and school improvement efforts.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and mission to improve student learning.

A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

THE UNIVERSITY OF TEXAS AT AUSTIN
Department of Educational Leadership & Policy
School-Family-Community Engagement: EDA 383 (ELP 383)

Fall 2017
August 30, 2017 to December 6, 2017
Wednesdays, 4:00 pm to 7:00 pm

"It is impossible to democratize schools without opening them to the real participation of parents and the community in determining the school's destiny." Paulo Freire (1970)

"Educational leaders who seek [equitable] change must go to the people humbly, open, and ready to listen to their ideas." Miller et al (2011)

Meeting Location: Sanchez Education Building (SZB)
Room 330

Instructor: Dr. Terrance L. Green
Educational Administration Department
Office: SBZ 310 D
1912 Speedway D5400
Austin, TX 78712

Email: tgreen@austin.utexas.edu
Dept. Webpage: http://www.edb.utexas.edu/education/departments/eda/faculty-profile/?id_pk=360EF354-FCF4-4BCA-0637D3625B6260C1

Phone: (512) 471-7551
Skype Address: terrance.green1
Fax: (512) 471-7975

This syllabus is current as of November 9, 2017 and is a working document. I reserve the right to change this syllabus at anytime. Please ensure that you have the most recent version from the Canvas website.

Professional Standards for Educational Leaders (PSEL) Standard 8: Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Office Hours: By appointment. Please email in advance for a specific time slot. Importantly, most questions can be addressed via e-mail and that is usually the most efficient use of time. We, however, are available to meet via Skype, phone, or in person by appointment.

Proposed Course Outcomes

The overarching goal of this course is to begin and/or further the development of your leadership identity as an anti-racist, socially just, and equity-focused school leader whose goal is to eliminate opportunity gaps and inequities across school-community contexts. In doing so, this course aims to raise your critical consciousness, knowledge base, skillset, and competencies. By the end of the course, students will have conducted a community-based equity audit of her/his own school-community setting, and will produce artifacts such as (in no particular order):

- A community asset map of your school-community
- Data on community opportunity indicators for your school's neighborhood community (i.e., per zip code) juxtaposed against data in the city that your school is located in.
- A diagram that identifies members of your school-level leadership team to spearhead Community Leadership Team (CLT) *in which every school in the state of Texas is required to have a Campus Advisory Council (CAC) that consists of parents, students, business and community representatives, teachers, principals, and other campus staff. This is a requirement by the state of Texas (Texas Education Code, 11.251).*
- Write-ups (i.e., reflections) of your community leader interviews, equity-based core values, shared community experiences, and school and community history.
- And more

Working assumptions for this course:

1. Schools are social institutions that are inherently connected to their surrounding neighborhood community.
2. Educational leadership is not just "school leadership" but rather it is a community-wide practice.
3. There is a lot of reading in this course because as the leader for anti-racism, equity, and social justice in your building you will need to know the research that you've grounded your decisions in.
4. In this course, we will talk about *a* particular research/evidence-based way (not the one and only way) to address school-community engagement, but remember, any strategy must be modified for your particular context and for individual students and families that you work with.
5. Some writing assignments are purposefully short in page length to force you to refine and put forth your very best ideas in very concise and succinct ways.
6. The community-based equity audit is the central project for this course. While some of your data may not be completely consistent, the goal of this class project is to gain the experience of doing this work.
7. DO NOT wait until the last minute to start working on your community-based equity audit because the project takes a lot of time to complete.
8. The course has been purposefully designed to highlight specific content (or big ideas) in recursive ways.
9. In this class, we are working from a post-heroic perspective of leadership. While achieving equity and socially just leadership in school-community engagement requires a team, it often *starts* with a person or a few people.
10. At times depth is favored over breadth and vice-versa given the context of the class and topic. There is no attempt to "cover" all of anything, because we could not if we wanted to. We will deliberately revisit some topics and ideas, and we will probably

21. You may read something that you've already read, which is good, but the challenge is to see what you've previously read through different eyes because you should have grown in between readings.
22. For the pieces that we do not read in class, use them as references for your work.

The Structure of the Class

Because we meet just once a week, at times, we will seem to rush through some of our discussions, but do not be alarmed by this. Feel free to dig deeper into concepts that you want to further explore (which is actually a sign of a great practitioner-scholar). We will need to try to develop mutually supportive working relationships that help us understand both theoretical and practical implications of what we are learning. In general, some portion of the class will involve Socratic Dialogue as well as small group discussions. To maintain your responsibility to the other members of the class, you will need to do the assigned reading and come to class prepared to discuss the reading. I will ask questions each week regarding our readings so you should be prepared to respond to questions like:

- ✓ What questions did the readings provoke for you?
- ✓ What was most salient to you in the readings and why?
- ✓ What issues, facts, values, and perspectives did the readings challenge?
- ✓ What do you know now that you did not know before reading/viewing this week's assignments?

Time Expected for the Course – This course meets every Wednesday for 3 hours. For any graduate class, you can expect it to take about 2 hours per each hour of class time to complete assigned work each week. Thus, for a typical graduate class, that would be about 5.5 to 6 hours of time outside of class to complete class work each week. The amount of time you should expect to spend on this course is within that range per week outside of class time to complete course assignments. Please be sure to set aside this time each week over the semester to complete all course work on time.

On Cell phones and E-mail during class time - Please let those in your professional and personal life know that you are not available during class time. Please limit access to personal computing devices only during times in class when we are accessing class materials or you are using the device to take notes, participate in class instruction and/or learning.

Principles for Constructive Engagement (adapted from Sensoy & DiAngelo, 2011)

1. You don't know what you don't know. Strive for intellectual humility. Additionally, all knowledge is partial; therefore, we must all constantly ask questions and reflect. None of us know everything about anything.
2. Everyone has opinions. Opinions are not the same as empirical knowledge.
3. Look beyond personal anecdotal evidence and look at broader societal patterns.
4. Notice your own defensive reactions, and attempt to use these reactions as entry points for gaining deeper self-knowledge.
5. Recognize how your social positionality (e.g., race, class, gender, ability, sexuality, religious preferences, etc.) informs your reactions to your instructor and those whose work you study in the course.

Parts II and III of the community-based equity audit	40 (Due November 15th)
Final Presentation (oral and written)	30 (20 points for paper & 10 for presentation)
Total	100

Grading Scale

A	A-	B+	B	B-	C+	C	F
94-100	90-93	86-89	83-85	80-82	77-79	73-76	72 and below

***All assignments will be due by 4:00 pm on the due date (except for the final paper). Any late assignments will be automatically deducted 50%. We will open the Canvas assignment portal one-week prior to the due date. Thus, you will have more than enough time to upload your assignments to Canvas.**

Grading Philosophy

I expect students at the graduate level to complete coursework at a proficient, or “A-level” work. This is typically the way most students perform in my classes. I also expect graduate students to act with self-determination, to set high goals, to self-assess progress, and to re-adjust goals as necessary. I withhold the right to use rubrics, as I deem necessary, because at times, the use of rubrics can hinder creativity and innovation. Instead, I will provide students with a detailed description of each assignment and I anticipate variation in responses. I, along with my Teaching Assistant (TA), do provide quality qualitative feedback of your work. Some assignments may be pass or fail, but they count toward your overall grade. If, however, your effort seems to me to be so insufficient that it warrants a grade of B or lower, I will let you know immediately. The most common source of a B or lower is that students elected not to revise an assignment following my feedback and explicit suggestion to do so. I encourage students to address any questions about the grading process at any time, but preferably soon after feedback is received.

Course Requirements - Expected

I. Attendance.

Given that I seldom lecture in this course and instead rely heavily on discussion, activities, and other experiences in the classroom, it is important that you attend **all** class sessions, arrive on time, stay the entire class, and return promptly from breaks. **You cannot miss more than 2 classes and still pass the course.** There is no option to make up missed class time.

II. Participation

Please complete reading assignments, writing assignments, and class presentation by the due dates and participate in class discussions and activities. If for some reason you foresee an assignment being late, **you must notify me at least 24 hours in advance**, if not I hold the right to give you a 0 on the assignment.

- Click on “Profile” on the left toolbar
- Click on “Edit Profile” on the right toolbar
- Fill in your biographical information
- Click on the photo box to upload your photo

****All papers are double-spaced, 12 point font, Times New Roman font, 1 inch margins. DO NOT submit any PDFs only Word Documents.**

Best Work

It is imperative that when you submit work, that it is your **“BEST”** possible work. You will receive the highest quality feedback on your work if the work you submit is your highest quality work. To make your work your best work, it is imperative that you have someone critically read/edit your work, and then you make revisions before you submit it. Good writing often requires many, many, many revisions.

When reviewing student work, use four main questions to guide the evaluation:

1. Is the content comprehensive, succinct, and practical?
2. Is the content well organized and easy to read?
3. Is the content aligned with the assignment guidelines?
4. Is APA style correctly applied to the work, and does the author use citations to support the argument?

Then ask:

5. What are two concrete or specific suggestions for improving this work?

***The review must be respectful in tone.** Because all class members are novices, questions in this text are fine (e.g., I wondered why you chose to blah blah blah..., Perhaps you could try blah blah blah ...).

Note on Plagiarism:

Academic misconduct is taken seriously at The University of Texas at Austin. Specific university policy regarding academic misconduct can be accessed at http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php. If in your work, you take ideas from someone else, including a classmate or from the sample proposals posted on the course website, you must give proper credit to its author. If you are unsure how to give proper citation, please reference an APA Handbook.

“Plagiarism means presenting the words or ideas of others without giving credit. You should know the principles of plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the originator of words or ideas, they must in fact be your own.

(Session 4)	Conflict Transformation	Defining Trust)	
Guest Speaker?	ES 1: Why is it important to develop trust in your school-family-community engagement work and how might a principal achieve this?	<ul style="list-style-type: none"> Lederach, J. P. (1995). <i>Preparing for peace: Conflict transformation across cultures</i>. Syracuse University Press. Tschannen-Moran, M. (2014). <i>Trust matters: Leadership for successful schools</i>. John Wiley & Sons. (Chapter 8, Building Bridges of Trust) 	
Sept. 27 th (Session 5) *In-Class: Go to computer lab to work on Community Asset Maps with Librarian Janelle Hedstrom	<p>A Practical Process: Developing Community Equity Literacy through The Community-Based Equity Audit (CBEA) and Building Organizational Capacity for this work</p> <p>ES 1: What are the theories of action and assumptions underlying the CBEA?</p>	<ul style="list-style-type: none"> Green, T.L. (2017). Community-based equity audits: A practical approach for school and community leaders in supporting equitable school-community improvements. <i>Educational Administration Quarterly</i>, 53(1), 3-39. 	None
Oct. 4 th (Session 6) Guest Speaker: Falba Turner Director of Mentor Programs for Seedling Foundation	<p>Developing Authentic and Equitable Partnerships with Children Whose Parents are Incarcerated:</p> <p>ES1: How actions might schools take to support students whose parents are incarcerated?</p>	<ul style="list-style-type: none"> Clopton, K. L., & East, K. K. (2008). "Are there other kids like me?" Children with a parent in prison. <i>Early Childhood Education Journal</i>, 36(2), 195-198. (Only 4 pages) Dallaire, D. H., Ciccone, A., & Wilson, L. C. (2010). Teachers' experiences with and expectations of children with incarcerated parents. <i>Journal of Applied Developmental Psychology</i>, 31(4), 281-290. (Only 10 pages) Roberts, S., & Loucks, N. (2015). The role of schools in supporting families affected by imprisonment. <i>Law Context: A Socio-Legal</i>, 1-35. Lee, Y. (2017). A Model for School Professionals Working with Grandparent-Headed Families. <i>Social Work</i>, 62(2), 122-129. (Only 8 pages) 	None
Oct. 11th	Developing Authentic and Equitable Partnerships with Students and Families who are	<ul style="list-style-type: none"> Miller, P. M. (2011). A critical analysis of the research on student homelessness. <i>Review of Educational</i> 	None

		Paradox?. <i>Teachers College Record</i> , 114(1).	
Nov. 1 st (Session 10)	Partnering with Community-Based Organizations in Equitable & Authentic Ways ES 1: How might partnerships with community-based organizations foster goals of equitable school-family-community engagement?	<ul style="list-style-type: none"> • Small et al., (2008). Why organizational ties matter for neighborhood effects: Resource access through childcare centers. <i>Social Forces</i>, 87(1), 387-414. • Daly, A. J. (Ed.). (2010). <i>Social network theory and educational change</i>. Cambridge, MA: Harvard Education Press. (Chapter 1) • Baldridge, B. J., Beck, N., Medina, J. C., & Reeves, M. A. (2017). Toward a New Understanding of Community-Based Education: The Role of Community-Based Educational Spaces in Disrupting Inequality for Minoritized Youth. <i>Review of Research in Education</i>, 41(1), 381-402. 	None
Nov. 8 th (Session 11)	<p>Field Day</p> <p>Developing Authentic and Equitable Partnerships with LGBTQ Families:</p> <p>ES 1: How might School Leaders Make Environments more Inviting and Welcoming for LGBTQ Parents?</p>	<ul style="list-style-type: none"> • Burt, T., Gelnaw, A., & Lesser, L. K. (2010). Creating welcoming and inclusive environments for lesbian, gay, bisexual, and transgender (LGBT) families in early childhood settings. <i>YC Young Children</i>, 65(1), 97. • Fox, R. K. (2007). One of the hidden diversities in schools: Families with parents who are lesbian or gay. <i>Childhood Education</i>, 83(5), 277-281. • Bishop, C. M., & Atlas, J. G. (2015). School curriculum, policies, and practices regarding lesbian, gay, bisexual, and transgender families. <i>Education and Urban Society</i>, 47(7), 766-784. • Field day, which means no class so students need to working very hard on their projects (including conducting interviews, community experiences, etc). 	None
Nov. 15 th (Session 12) (No Class)	<p>Principals and Equitable School-Family-Community Engagement (Part 2)</p> <p>ES1: What role does the principal play in supporting equitable school-family-community engagement?</p>	<ul style="list-style-type: none"> • Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as community leader. <i>Educational Administration Quarterly</i>, 48(3), 424-467. • Auerbach, S. (2012). Conceptualizing leadership for authentic partnerships. <i>School leadership for authentic family and community partnerships: Research perspectives for</i> 	Parts 2 & 3 Due

(73745) EDC F390T FOUNDATIONS OF BILINGUAL EDUCATION & SLA
COURSE Syllabus
Summer Semester I 2017

EDC F390T FOUNDATNS OF BILING EDUC & SLA			
Unique	Day	Time	Location
73745	MTHF	9:00-12:00 & 1:00 - 4:00	SZB 376

INSTRUCTOR: Dr. Sheila Guzmán

PHONE: 512 554 4127
512 281 3434 ext. 1235

OFFICE HOURS: M-F by appointment

EMAIL: sbguzman@mail.utexas.edu
sguzman@elginisd.net

COURSE DESCRIPTION

This course will explore the different ways that schools and school systems have chosen to manage the linguistic and cultural diversity among their students, and the controversies and implications of each. We will discuss the historical and current philosophical, political, and theoretical foundations of culturally and linguistically diverse education, including transitional bilingual education, dual immersion education, and structured English immersion, with a particular emphasis on the role a school leader can and should play in improving achievement for language diverse student populations in their schools. We will cover both technical details and philosophical underpinnings to give participants the tools to make informed and positive decisions about programs and students with regards to the education of English Language Learners.

ALIGNMENT TO THE 2015 Council of Chief State School Officers (CCSSO) Standards

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. (CCSSO) National Standards .

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

REQUIRED TEXTS

- Blanton, C. K. (2004). *The strange career of bilingual education in Texas, 1836-1981*. College Station, TX: Texas A&M University Press.
http://www.amazon.com/Bilingual-Education-1836-1981-International-University/dp/1585446025/ref=sr_1_1kmr0_1?s=books&ie=UTF8&qid=1369243734&sr=1-1-1kmr0&keywords=The+strange+career+of+bilingual+education+in+Texas%2C+1836-1981.+College+Station%2C+TX%3A++Texas+A%26M+University+Press.
- Darder, A. (2012). *Culture and power in the classroom: Educational foundation for the schooling of bicultural students*. Boulder, CO: Paradigm. (2nd Edition).
<http://www.amazon.com/Culture-Power-Classroom-Educational-Foundations/dp/1612050700>
- Hamayan, E. & Freeman Field, R. (2012). *English Language Learners at School: A Guide for Administrators, 2nd Edition*. Philadelphia: Caslon Publishing.
www.caslonpublishing.com
http://www.amazon.com/English-Language-Learners-School-Administrators/dp/1934000043/ref=sr_1_1?ie=UTF8&qid=1369243173&sr=8-1&keywords=hamayan+and+freeman+2012
- San Miguel, Jr., M. (2004). *Contested policy: The rise and fall of federal bilingual education in the United States 1960-2001*. Denton, TX: University of North Texas Press.
<http://www.amazon.com/Contested-Policy-Bilingual-Education-1960-2001/dp/1574411713/ref=oostr>

Important Note: Additional readings or articles on topics related to the course may be required at the discretion of the instructor as the course unfolds that clarify, support or provide additional information to supplement the course text.

EXPECTATIONS

Attendance

Attendance of scheduled classes is required for completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Attendance rosters will be provided for each class. It is the student's responsibility to sign the class roster. In order to be considered present for the class, the students must arrive on time and remain for the entire class period. No absence is allowed in this course *except in extreme emergencies* (emergency is defined at the discretion of the instructor). You are responsible for notifying the instructor in advance. The student is responsible for obtaining all class work, assignments, handouts, etc. missed, due to absence and turning in alternate assignments for missed class sessions. There will be a reduction in points earned for any class sessions missed.

Quality of Work

A standard of written English appropriate for school leaders and graduate students will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer. Facilities are available on campus for this purpose. To improve readability of assignments, standard print styles should be used (e.g., Times, Geneva, New York). Font size must be 12 point. Title pages that include your name, course/section number, and date are required for all written assignments. Pages should be stapled together and numbered. APA format is required of all written work.

Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date. Points will reduce grades on approved late assignments. If you are absent on the day an assignment is due, you should make arrangement to submit the assignment on time to avoid the loss of points. Assignments must be complete. No incomplete assignments will be accepted. Resubmission will be allowed when requested by the instructor. The required projects must be completed and presented on the date assigned on the schedule of assignments.

ELL PROGRAM ACTION PLAN

As part of a group you will develop a plan for English language learners (ELLs). Included in your plan should be the following: relevant demographic and program information; explanation of current services for ELL's and description of any issues/problems the site faces; and your vision for the future with specific goals/objectives and philosophy/theoretical underpinnings that drive your vision. Specific goals/objectives and action points (be as specific as you can, including roles for other key players and stakeholders), and a proposed timeline should be completed on the template provided. Class work time will be provided to complete this assignment. This project should be in conjunction with and relevant to the Powerful Learning Experience you will be doing in the course for Dr. Nelson Coulter.

FINAL SELF-ASSESSMENT/CLOSING

Each student will write a self-evaluation of what you gained from this experience and the grade that you feel that you have earned. Guiding questions will be provided. Course notes and assignments will be allowed. The self-assessment will be emailed to you. You will have until the end of the session to complete this course requirement. Exact date to be determined.

STUDENT EVALUATION

It is expected that each student perform at their highest potential. Every opportunity will be provided each student to fulfill the requirements of this course at the highest level of achievement.

The final grade will be calculated as follows:

<u>Assignments</u>	<u>Percent</u>	<u>Grade Distribution:</u>
Class Reflective Journal	10	A = 90+
Reading Reflections/Paper	10	B = 80
Dialogue Circles	10	C = 70
Book Review	25	D = 60
ELL Program Action Plan	25	F = below 60-
<u>Final Self-evaluation</u>	<u>20</u>	
Total Points	100	

Thurs, June 8	1:00- 4:00	4Guzman	LPAC; LPAC/ARD Legal Requirements/TAC Chapter 89 <ul style="list-style-type: none"> Gallery Walk: <i>Accommodations for classroom teachers of culturally and linguistically diverse students.</i> (2012 Herrera, Murry, Cabral) Guest Lecture: Tania Sneed LPAC Administrator Elgin ISD <ul style="list-style-type: none"> Dialogue Circles ELL Plan Work-time in PLE Assigned Groups Reflective Class Journal 	Location: UT Sanchez Building, Room TBD Required Pre-Readings by students: Language Assessment Proficiency Committee Framework Manual: http://portal.esc20.net/portal/page/portal/esc20public/bile/s/LPACFramework TAC §89.1225 k. Testing and Classification of Students: http://elltx.org/89_1225.html Texas Education Code, Chapter 101. Assessment Subchapter AA. Commissioner's Rules: http://www.tea.state.tx.us/index2.aspx?id=2147497444 § 29.005. INDIVIDUALIZED EDUCATION PROGRAM: http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services Under 19 TAC §89.1225(k)1 PDF
Fri June 9	9:00- 12:00	5Guzman	Second Language Learning/Acquisition <ul style="list-style-type: none"> Bilingual Brain Research Stages of L1 and L2 language learning Culture and context Language transfer Video: Speaking in Tongues/Video Viewing Guide Dialogue Circles Reflective Class Journal 	Location: UT Sanchez Building, Room TBD Required Pre-Readings by students: Hamayan & Freeman, Chapter 2-How Children Learn in Two (or more) Languages Wong-Fillmore: Loss of Family Languages: Should Educators Be Concerned? PDF Reading Reflection One Due
Fri June 9	1:00- 4:00	6Guzman	ELL Data to Differentiated Instruction for English Language Learners <ul style="list-style-type: none"> Jigsaw Article: Gifted and Talented ELLs Best Instructional Practices for ELLs Dialogue Circles ELL Plan Work-time in PLE Assigned Groups Reflective Class Journal 	Location: UT Sanchez Building, Room TBD Required Pre-Readings by students: Hamayan & Freeman-Chapter 5: Implementing and Evaluating Instructional Programs for ELLs Baecher-Differentiated Instruction for English Language Learners: Strategies for the Secondary English Teacher PDF

Week of June 12, 2017 – June 16, 2017

Mon. June 12	1:00- 4:00	7Guzman	Student group collaboration time for Book Reviews and ELL Action Plan development.	Location: UT Sanchez Building, Room TBD Required Pre-Readings by students: <ul style="list-style-type: none"> Blanton, C. K. (2004). <i>The strange career of bilingual education in Texas, 1836-1081.</i> Darder, A. (2012). <i>Culture and power in the classroom: Educational foundation for the schooling of bicultural students.</i> Hamayan, E. & Freeman Field, R. (2012). <i>English Language Learners at School: A Guide for Administrators.</i> San Miguel, Jr., M. (2004). <i>Contested policy: The rise and fall of federal bilingual education in the United States 1960-2001.</i>
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				<p>English Language Learners and Response to Intervention (Rti) http://www.rtinetwork.org/learn/diversity/englishlanguagelearners</p>
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Week of June 19, 2017 – June 22, 2017

Mon, June 19	9:00-12:00	12Guzman	<p>The Pros and Cons of Bilingual Education</p> <ul style="list-style-type: none"> • Debate: <i>Bilingual/Dual Language Education Should Be Implemented in All U.S. Public Schools</i> • Reflective Class Journal <p>FINAL SELF-ASSESSMENT: DUE Date TBD</p>	<p>Location: UT Sanchez Building, Room TBD</p> <p>Required Pre-Readings by students: Textbook Chapters 1-8 Articles/Readings/PDFs Suggested Online Resources: Collier & Thomas-"The Astounding Effectiveness of Dual Language for All" (2004) Torres-Guzman-"Dual Language Programs: Key Features and Results" (2002) Goldenberg-"Teaching English Language Learners: What Research Does---and Does Not Say" Fitzgerald-"Views on Bilingualism in the United States: A Selective Historical Review" Garcia-"Bilingual Education" English Only Literature Bennett Articles Reading Reflection Four Due</p>
Mon, June 19	1:00-4:00	13Guzman	<p>Sheltered Instruction Strategies/Diversity and Learning/Critical Pedagogy</p> <ul style="list-style-type: none"> • Best Practices and SIOP Methodology • Video Clips: <ol style="list-style-type: none"> 1 Strategies 2 Comprehensible Input 3 Interaction • Book Review #3 (Darder) • Dialogue Circles • Reflective Class Journal 	<p>Location: UT Sanchez Building, Room TBD</p> <p>Required Pre-Readings by students: Short (2000) <i>What Principals Should Know About Sheltered Instruction</i> PDF Hamayan & Freeman-Chapter 1: <i>Leadership and Professional Development</i> Darder-Culture and Power in the Classroom</p>
Thurs, June 22	1:00-4:00	14Guzman	<p>Presentation of PLEs (30 minutes of direct presentation, 10-15 minutes Q&Q) Team #1 H.S. Team #2 H.S. Team #3 H.S. Team #4 H.S.</p>	<p>Location: UT Sanchez Building, Room TBD</p> <p>Reading Reflection Five Due</p>

policies for special needs students are enacted. Critical issues will be framed in the context of collaboration and teamwork in a school environment that exemplifies equity and excellence.

1. To empower preservice educational leaders and policymakers with the requisite knowledge, skills, and dispositions necessary for them to be able to take responsibility for the education of all students, including students with dis/abilities and exceptional learning needs.
2. To provide preservice educational leaders and policymakers with the tools they need to function as leaders so they can positively affect the educational opportunities and outcomes for students with dis/abilities and others at risk for school failure.
3. To familiarize preservice educational leaders and policymakers with an ethical framework so they can tackle challenging issues and confront problems of practice they may/will encounter in their current and future profession.
4. To expose educational leaders and policymakers to policy and legal requirements so they can act as change agents and increase their school's, districts, and/or state's capacity to collaborate with/involve stakeholders, envision a better future for all students, guide curriculum development, and monitor student progress.
5. To arm preservice educational leaders and policymakers with a specific understanding of programs, processes, and procedures that can be implemented to ensure the implementation of academic and behavioral interventions for students with dis/abilities and exceptional learning needs.
6. To expose preservice educational leaders and policymakers to ways in which they can alter or enhance organizational structures that support teachers and students and enable them to use data effectively to make appropriate instructional accommodations/ modifications/decisions.
7. To train preservice school leaders to become ethical leaders who understand organizational change and the challenges that significant program improvement must address and are prepared to work with others to address potential obstacles so professionals and students have the support needed to be successful.
8. To ensure that preservice school leaders have a working knowledge of federal legislation for individuals with dis/abilities so they can monitor and help educate their constituencies about the law and its day-to-day instructional implications (see the Individuals with Disabilities Education Act (IDEA, 2004), Section 504 of the Vocational Rehabilitation Act (Section 504, 1973, 2008), the Americans with Disabilities Amendments Act (ADA, 2008) and the Elementary and Secondary Education Act (ESEA), current referenced as the No Child Left Behind Act (NCLB, 2001)

Nature of course meetings and Learning experience includes the following:

1. Whole class and small group activities allow students to experience a variety of instructional materials and strategies
2. Written assignments provide graduate students with opportunities to critically review content information and thoughtfully respond to readings. This process allows graduate students to become active participants in their own learning.
3. Communication with professor enable graduate student and professor to engage in conversations as a means of strengthening students' interpersonal and leadership skills.

COURSE REQUIREMENTS

1. **Class Participation** _____ **100 points**
This is a comprehensive course; consequently, class participation is a vital component. In addition to completing reading assignments, you must be prepared to participate in class discussions and activities. Due to the discussion-oriented structure of this course, each of you should come to class as equal facilitators and participants of a larger discussion. We will examine different cases and topics pertaining to that week's session so please come to class, prepared to share your insights and thoughts as they relate to a specific case. Feel free to solicit input from the class related to the question or issue you found compelling, both through the readings and through your "in-the-field" experiences. The same type of active engagement in presentations and discussions applies to when we have guest speakers or presenters.
2. **Chapter Presentation** _____ **200 points**
Please select one (1) chapter from the textbook to present on a PowerPoint presentation. If the PowerPoint is sent in advance of the due date (one to two weeks), the professor will review it and make recommendations and/or comments for a successful final product (See Rubric for Chapter Presentation).
3. **Data Review and Analyses** _____ **200 points**
Review special education data for your school and provide a detailed written summary of your findings for each activity listed below. You can use a state's local education agency, such as TEA to support you in the location data on the website.
4. **Principal Field Experiences** _____ **200 points**
 - a) Attend and/or facilitate an Individualized Education Program (IEP) via Admission, Review, and Dismissal (ARDC) Committee Meeting.
 - b) Attend and/or Facilitate a Multi-Disciplinary Team Meeting/ Student Support Team Meeting about a Student Experiencing Academic Difficulties.
 - c) Attend and/or facilitate a 504 meeting.
 - d) Attend and/or facilitate a meeting of a Functional Behavioral Assessment or Functional Assessment and Development of a Behavior Intervention Plan.
 - e) Conduct a walkthrough or formal observation in a Special Education Teacher in a Resource Classroom or in an Inclusion Classroom.

groups overrepresented in special education? Are any groups of students underrepresented?

- c) Disaggregate the data for each disability category by ethnicity/race and SES. For example, of the total number of students identified as emotional disturbed, what percent of the students is White, African American, and Hispanic Asian/Other or Low SES.
- d) After examining the data for each disability category, identify any patterns of over-representation or under-representation (Individual Activity unless graduate students are from the same school).

4. Principal Field Experiences

- a) Attend and/or facilitate an Individualized Education Program (IEP) via Admission, Review, Dismissal (ARDC) Committee Meeting
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
- b) Attend and/or Facilitate a Multi-Disciplinary Team Meeting / Student Support Team Meeting about a Student Experiencing Academic Difficulties
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
- c) Attend and/or facilitate a 504 meeting
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
- d) Attend and/or facilitate a meeting of a Functional Behavioral Assessment or Functional Assessment and Development of a Behavior Intervention Plan
 - List documents, materials, forms used and summarize experience
 - Knowledge and skills used and/or acquired
 - Additional knowledge and skills needed
 - List documents, materials, forms used and summarize experience

- A. Prepare a one-page handout to distribute to class members that answers each of the questions to be considered. A template has been provided for you to use, or you may create your own template. Whatever format you select, you *must* adhere to the one page requirement. Format your handout as a two-page, double-sided handout.
- B. Cite specific findings within your handout as you would in a reference paper. Please follow the APA format for citations.
- C. Provide a separate page handout that includes all of your references and are provided according to APA format; it should not be included in the one-page handout.
- D. Present research findings via a brief PowerPoint or electronically based presentation format. The presentation should be concise. You will have a *maximum* of 15 minutes to present your work. Keep this in mind: If you had only 15 minutes to present in front of a committee or individual decision-maker who is critical to the outcome of your issue, event, or dilemma, present the targeted concerns you deem as the key components of increasing their knowledge and understanding.

Examples of Issues in Special Education for Consideration, but not Required

- Americans with Disabilities Act (ADA)
- Bullying, harassment and safety of students with disabilities
- Disciplinary Procedures
- Discipline and Manifestation
- Due Process Hearings
- Duly Constituted Admission and Review Meeting (ARD)
- Education of Students with Autism/IDEA
- Evaluation and Parental Consent
- Family Educational Rights and Privacy Act (FERPA)
- Free and Appropriate Education (FAPE)
- Functional Behavioral Assessment (FBA)
- Highly Qualified Special Education Teachers
- IEP Implementation
- Individual Education Program (IEP)
- Individual Family Service Plan (IFSP)
- Independent Educational Evaluations (IEE)
- Individuals with Disabilities Education Act, (IDEA)
- Individuals with Disabilities Education Improvement Act, (IDEIA 2004)
- Least Restrictive Environment (LRE)
- Manifestation Determination and 10-day Rule
- McKinney-Vento Law
- Mediation/Due Process Hearing
- No Child Left Behind (NCLB)
- Over-identification of African-American Students
- Predetermination

class, please let us know before your absence. You may text me in an emergency at (512) 497-9980. You are responsible, if absent, for obtaining information made available during the class period missed to include handouts. If you wish to be absent for the observance of a religious holy day, please provide notification at least 14 days prior to your absence or on the day of class.

Written Assignments

All written assignments for submission must be typed/word processed. Please proofread your papers for spelling and mechanics. It is especially critical that you write clearly and concisely when referencing specific legal, policy, theoretical, philosophical, or practice-based issues. A rubric of expectations for written work is included as a component of ancillary materials with this course syllabus.

Timeliness

Assignments are due at the time specified in the syllabus/instructions on Canvas. Late assignments are strongly discouraged. It is *your* responsibility to check the online grade book in Canvas to make sure you are keeping up with written assignments and questions/rationales.

Electronic Devices/Laptop Computers

Unless used for class purposes, electronic devices such as cellular/digital phones/communication devices are discouraged. If you bring and use a laptop in class, please use it to take notes, to access materials used for class, to engage in online activity relevant to the discussion topic, or to support your own individual or the cohort's learning and participation efforts.

Please be advised that looking at your computer screen and other electronic devices during class discussions sends a message that you may not be fully engaged in class. Whether that is true, the perceptions of others are extremely important. Please gauge your actions to guard against any misunderstandings or inaccurate perceptions.

If you must respond to a call or text, please step out of the classroom while you make your call or engage in texting so that you do not disturb the class and/or focus of your instructor. Exceptions are those devices supportive of and necessary for students with dis/abilities or are related to activities pertaining to the course or course requirements.

Students with Special Needs:

The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with dis/abilities. For more information, contact the Office of the Dean of Students at (512) 471-6259.

Policy on Scholastic Dishonesty/Plagiarism:

Students who violate university rules on scholastic dishonesty are subject to disciplinary

- Attend and/or facilitate a meeting of a Functional Behavioral Assessment or Functional Assessment and Development of a Behavior Intervention Plan _____
- Conduct a walkthrough or formal observation in a Special Education Teacher in a Resource Classroom or in an Inclusion Classroom. _____

5. **Interviewing and Reporting** _____ _100 points

- Interview a parent, an administrator, school counselor, educational diagnostician, school psychologist, speech therapist, therapist, physical therapist, music therapist, school nurse or other certified staff working directly with students with disabilities. Provide a narrative based on the proposed questions for this activity.

Score: _____

6. **Issues in Special Education** _____200 points

- Identify and research an issue in special education related to your role in education, e.g., a supervisor, a teacher, a future researcher or professor. Research should follow APA format. And contain at least five (5) references

Score: _____

Presentation and Discussion Rubric for SED 389

Chapter Presentation and Discussion Rubric	Professor Assessment	Self-Assessment
Presentation: The Chapter content was accurately and fully represented		
Presentation of Content: <ul style="list-style-type: none"> • Provided accurate and thorough content and demonstrated knowledge about the chapter • Shared content information in a well-organized style • Emphasized key points with clarity by identifying and communicating key ideas 		
Curriculum and Instruction		

Guidelines for Research Handout: Issues in Education

Previous Assumptions and/or Beliefs:

The more you type in any given text box, the higher the title goes in the box. You can then change the text box size accordingly by "grabbing" one of the blue boxes on the perimeter and either making the box bigger or smaller according to what is needed... you see the longer I type, the closer the title gets to the top. However, without typing the title will stay in the middle of the page unless I make the text box smaller.... like I will do for the one immediately to the right....

Linkages to other issues

Any evidence-based practice, policy, or legislation could go here, if applicable

Implications to Professional Practice

Rubric for Written Work for SED 389

Areas	Excellent (4)	Good (3)	Satisfactory (2)	Unsatisfactory (1)
INTEGRATION OF KNOWLEDGE	The written work demonstrates that the graduate student fully understands and has applied academic content in the course. Content is integrated into the graduate student's own insights. The graduate student provides concluding remarks that show <i>analysis and synthesis</i> of ideas.	The written work demonstrates that the graduate student understands and has applied academic content learned in the course. Some of the conclusions, however, are not supported in the body of the written work. The graduate student provides some concluding remarks that show <i>analysis and synthesis</i> of ideas.	The written work demonstrates that the graduate student, to a certain extent, understands and has applied academic content related to the research topic and information learned during instruction. The graduate student provides limited or few concluding remarks that show <i>analysis and synthesis</i> of ideas.	The written work does not demonstrate that the graduate student has fully understood and applied academic content related to the research topic and learned during instruction. The graduate student fails to provide concluding remarks that show <i>analysis and synthesis</i> of ideas.
FOCUS	The written work is comprehensively focused on the scope of the assignment.	The written work is focused but lacks direction and clarity of thoughts and/or information.	The written work is too broad and relevant information is absent or vague.	The written work format is not clearly defined.
DEPTH OF DISCUSSION	An exhaustive elaboration in all research sections of the written work is evident. Throughout the paper, the depth of discussion represents detail and rigor.	An exhaustive presentation and written elaboration, in most sections of the paper, is presented based on the assignment. The depth of discussion, in most areas, represents detail and rigor.	In the presentation, the graduate student has omitted some pertinent content related to the researched topic. The depth of discussion is incomplete in detail and rigor.	The written work reflects an abbreviated presentation of concepts and content. The depth of discussion lacks detail and rigor.
COHESIVENESS	The writing demonstrates a clearly outstanding understanding of relationships among all materials obtained from sources to include research articles, textbook and notes from class presentations and/or discussions.	The writing demonstrates an above average understanding of relationships among some materials obtained from sources to include research articles, textbook and notes from class presentations and/or discussions.	The writing demonstrates an acceptable or average understanding of relationships among materials obtained from sources to include research articles, textbook and notes from class presentations and/or discussions.	The writing is not connected and is created from disparate issues. The writing does not demonstrate an understanding of relationships between the content in the research articles, textbook and/or class presentations and/or discussions.
SPELLING AND GRAMMAR	No spelling and/or grammar errors	No more than two (2) spelling and/or grammar errors	More than (2) spelling and/or grammar errors	Noticeable and unacceptable number of spelling and/or grammar errors
CITATIONS/ SOURCES	Correctly cites all data obtained from sources to include the textbook and notes from class presentations. APA citation style is used in for citation in both text and bibliography.	Correctly cites most sources. APA citation style is used in both text and bibliography.	Correctly cites some data obtained from other sources. Citation style is inconsistent or incorrect.	Incorrectly cite most sources or do not cite sources

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

1. Instructional Coaching Protocol
2. Individual Learning Reflection
3. Leadership Observation
4. Internship Field Work Guide
5. On-Site Supervisor's End-of-Year Feedback Form
6. Internship Log

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

student's principal. Informal observations and coaching are provided by the field supervisor as appropriate. (See leadership observation below).

The learning outcomes for coaching include:

1. To foster a culture of support, growth, and development that is intentional.
2. To individually and collectively align knowledge, skills, behaviors and actions with the role of the graduate student, field supervisor and principal
3. Enhance goal setting, planning and reflective coaching to support the graduate student's development for effective leadership practices to improve performance and outcomes.

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

LEADERSHIP OBSERVATION

NAME:
TYPE OF OBSERVATION:
START TIME:

SCHOOL NAME:
ENDING TIME:

Pre-Observation Questions:

1. Date:
2. Start and End Time: minimum 45 minutes
3. Location:
4. What is the event to be observed?
5. What are your goals for this event?
6. How might you know you have met these goals?
7. What strategies will you employ to meet these goals?
8. What do you want to be mindful of for yourself, or your own contributions?

Post-Observation Questions

1. How did the event go?
2. What do you think contributed to these outcomes?
3. When you view the recording, what sticks out for you?
4. What meaning does this data have for you?
5. What will you want to focus on in the future?
6. How has this process of reflecting supported your learning?

	EXPERIENCED	BEGINNER	NOVICE
Leadership	Facilitated meeting, reviewed goals aligned to needs and strategically established next steps and plan of action.	Facilitated the meeting, reviewed the goals aligned to needs and identified next steps with a draft plan for next steps.	Facilitated the meeting, reviewed the goals aligned to needs and identified additional needs/ideas as possible next steps.
Collaboration	The leader promoted collaboration providing multiple opportunities for engagement and/or input.	The leader promoted collaboration providing some opportunities for engagement and/or input.	The leader promoted collaboration providing little opportunities for engagement and/or input.
Meeting goals were accomplished	The leader facilitated a meeting that accomplished the purpose and goal. Audience demonstrated clear understanding of their next steps for planning or implementation.	Facilitated the meeting, and some of the goals were met with a plan of action to address what needs to be completed. Audience demonstrated some understanding of their next steps for planning or implementation.	Facilitated the meeting, and some of the goals were met with a plan of action to address what needs to be completed. Audience demonstrated some understanding and their role for next steps were not completely established.
NOTES: What evidence did you observe that align to the standards in this particular observation? Please indicate NA if the standard was not addressed at this observation.			

**Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District**



**On-Site Supervisor, Intern, and UT Advisor
Beginning of the Year Meeting
2017-2018 Roles, Responsibilities and Expectations**

Internship Requirements:

- Internship Log: Document leadership and administrative experiences aligned to State and National Principal Standards (160 hours annual)
- Portfolio: Post artifacts with descriptions that support mastery of ISLLC/ELCC Standards (2 per State and National Principal Standard) and other program requirements.
- Board Meeting Observation: Conduct school board/state board observations (1 per semester) and submit summaries.
- Leadership Observations and Reflection with UT Advisor
- Leadership Recording and Reflection: (1 per semester)
- Participatory Action Research (PAR)/School Improvement Project: Intern will work with On-Site Supervisor to identify an area of need to address in a yearlong project. Interns must complete this cycle with a team of stakeholders, thus gaining experience in facilitating change while simultaneously building capacity with others to meet future needs.

On-Site Supervisor Support During Internship:

- Meet with UT Advisor and Intern to discuss internship requirements (September/October)
- Submit a mid-year (December) and end-of-year (May) formative intern assessment
- Assist intern in crafting meaningful experiences that will help prepare him or her as an effective campus level leader
- Facilitate intern leadership development through job shadowing, observations, reflection and feedback
- Support internship assignments including internship documentation, portfolio development, Board observations and PAR/School Improvement Project
- Facilitate intern's interactions with appropriate district level personnel through introductions, inclusion at meetings, etc.

I agree to fulfill the stated responsibilities for the 2017-2018 school year:

On-Site Supervisor

Date

UT Intern

Date

UT Advisor

Date

Thank you for your commitment to developing educational leaders.

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Purpose and Aims of Supervising Interns: Supporting the development of a new educational leader is one of the highest callings for school administrators. An effective relationship is more than just two people working together; in an ideal situation it becomes a learning experience for both the on-site supervisor and intern. Through dialogue, job shadowing, modeling, mentoring, coaching, and ongoing feedback, the on-site supervisor reflects on his or her practice to provide transparency into his/her decision-making processes. Interns benefit from the opportunity to reflect deeply on why decisions are made as well as examining the outcomes from these decisions.

It is important for the on-site supervisor to provide the intern access to the principalship and/or educational leadership roles through structured activities such as:

- Job shadow and observation of educational leader(s) enacting a variety of responsibilities
- Participation in meetings and conferences with follow up conversations to debrief actions and clarify the thought processes and basis for decisions
- Observation of, and feedback to the intern as he/she conducts meetings and conferences
- Collaboration with intern to jointly prepare for and deploy campus leadership and administrative tasks
- Advisement as intern plans and prepares for meetings and projects
- Support for observations at other campuses and/or central office to expand knowledge and skills and increase exposure to other settings
- Assistance with career development opportunities
- Complete, discuss and submit intern evaluation each semester
- Provide evaluation and documentation of intern's performance in accordance with district policy and inform the UT Advisor if the intern's performance requires attention or action

Finally, through the intentional structuring of the intern's responsibilities, the on-site supervisor crafts a rich, leadership-laden internship experience. Sample areas of meaningful responsibility to assign the intern may include:

- Facilitating the process of vision and mission development with campus teams
- Leading campus teams in data analysis and action planning
- Facilitating learning walks and analysis of student work
- Designing and presenting professional development
- Organizing curriculum alignment and/or campus improvement efforts
- Coordinating Special Programs: G/T, ESOL, Bilingual, 504, Special Education

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

Please do not hesitate to contact me if you have any questions, need assistance, or have suggestions on how to improve our program or internship support. Thank you for working alongside UTAPP to develop effective school leaders.

In appreciation of your service,

Debra Cantu Hester, Ph.D., Clinical Assistant Professor
Cell phone: 512 663-0419; Email: dhester@austin.utexas.edu

Required Attachment: UT-Austin Instructional Coaching Protocols
2018-2019 Principal Preparation Grant Program – Austin Independent School District

You are expected to document at least 160 internship hours over two semesters. Record the event date, location, description, hours (or partial hours ex: 1.5) for a significant leadership event/experience/task and record the same number of hours for the single standard most closely represented by this leadership experience/event/task. The form will total the number of hours and the number of hours per Standard. This will assist you in determining areas for greater focus to help ensure a balanced exposure to a wide range of authentic leadership experiences. This log will be turned in during December (80 hours) and May (160 hours).

[illegible]

Required Attachment: UT-Austin Evaluation Process and Metrics
2018-2019 Principal Preparation Grant Program – Austin Independent School District

Urban Principal Leadership Academy: Logic Matrix: Goals, Input, Output, Outcomes

Goal	Input	Output	Outcomes
1) Identify unique district needs	Time and expertise to develop needs assessment protocols; conduct assessment, analyze and report findings	Completed Needs Assessment	Completed District Profile to inform all other goals of the grant
2) Recruit, select and prepare at least 10 candidates from partner districts per grant participation year.	Results of Needs assessment; time and expertise to develop recruitment plan, selection criteria and engage in recruitment and selection activities; time and expertise to develop curriculum	Recruitment/selection plan and curriculum targeted to the needs of each partner district	At least 100 participants prepared with principal certification and the knowledge and skills needed to reduce achievement gaps present in urban schools identified as in need of improvement, corrective action, or restructuring
3) Conduct formative and annual summative evaluations of participant's	Time and expertise needed to develop, conduct, analyze, and report findings from formative and	Measurable individual and program results that can inform instructional	Quantifiable results of individual progress and program efficacy

Required Attachment: UT-Austin Evaluation Process and Metrics
2018-2019 Principal Preparation Grant Program – Austin Independent School District

Application Rubric

Candidate Name: _____

School/Position: _____ # Years Teaching Exp. _____

Application					Score
Résumé Points 40	10 Only classroom experience listed, or limited examples of participation in committees. No evidence of leadership roles or involvement in school community.	20 Examples of membership or participation only on school-wide committees (rather than leadership) or contributions limited to that of representative. Ex: Social Committee, CAC, etc.	30 Moderate evidence of leadership roles in grade level, subject area, or school-wide committees, delivering some professional development, and/or involvement in community organizations.	40 Extensive evidence of campus and/or district level leadership roles such as instructional coach, mentor, department chairperson, team leader, delivering district-level professional development etc.	
Statement of Purpose Points 30	5 Essay demonstrates weak writing skills in terms of organization, clarity, style, and mechanics. Content lacks elaboration or fails to reflect the core values and vision of the program.	10 Essay demonstrates adequate writing skills in terms of organization, clarity, style, and mechanics. Content is reflective of core values and vision of the program.	20 Essay demonstrates appropriate entry level writing skills in terms of organization, clarity, style, and mechanics. Content is reflective of core values and vision of the program. Purpose and future goals clearly support desire to assist others.	30 Essay demonstrates excellent writing skills in terms of organization, clarity, style, and mechanics. Content is highly reflective of core values and vision of the program & department. Purpose and future goals detail scholarly and professional pursuits.	
Reference Letters Points 30	5 References indicate that candidate is viewed as a good teacher. References do not include information supporting current campus leadership contributions.	10 References indicate that candidate is viewed as an exemplary teacher. References support candidate's pursuit of further leadership roles, but include limited information outlining leadership attributes and/or contributions.	20 References identify leadership qualities possessed by candidate. References include impact candidate's leadership has had on classroom and/or school-wide programs and include clear statements about candidate's potential as a campus leader.	30 References detail extensive leadership qualities possessed by candidate as well as provide multiple examples of school-wide or district-level leadership contributions, detail specific impact candidate's leadership has had on school-wide student success and make clear statements about candidate's skills as a leader.	
100 Points Possible					

Required Attachment: UT-Austin Evaluation Process and Metrics

2018-2019 Principal Preparation Grant Program – Austin Independent School District

Classroom Observation Rubric: Candidate will observe a teacher teaching a lesson and will provide instructional feedback. Candidate will bring an artifact they have implemented and share the successes and impact on student achievement.

5	10	20	30
<hr/> __Candidate inappropriately labels weaknesses/strengths	<hr/> __Candidate identifies key strengths and/or weaknesses of the lesson focused on student behavior	<hr/> __Candidate identifies strengths and/or weaknesses of the lesson focused on teacher behavior	<hr/> __Candidate identifies strengths and weaknesses of the lesson focused on student learning
<hr/> __Does not communicate effectively with teacher	<hr/> __Candidate tells teacher how to improve.	<hr/> __Candidate tells teacher how to improve, but also attempts to engage teacher in reflective thinking or inquiry.	<hr/> __Candidate engages teacher in reflection and inquiry and leads teacher to diagnose lesson
<hr/> __Responses demonstrate lack of understanding of learning objectives, instructional methods, and/or assessment knowledge.	<hr/> __Responses support limited understanding of learning objectives, instructional methods and/or assessment knowledge.	<hr/> __Responses support understanding of learning objectives, instructional methods and/or assessment knowledge.	<hr/> __Response supports deep understanding of learning objectives, instructional methods, and/or assessment knowledge
<hr/> __Candidate is unable to reflect on his/her performance in this role.	<hr/> __Candidate provides superficial reflection on own role. (i.e. did fine/poor) w/out supporting details	<hr/> __Candidate provides adequate reflection on own role; provides personal judgment w/some supporting evidence	<hr/> __Candidate provides reflection that delineates strengths and weaknesses of his/her approach; is deeply connected to supporting examples and non-examples.

SCORE: XX /30

Required Attachment: UT-Austin Evaluation Process and Metrics
2018-2019 Principal Preparation Grant Program – Austin Independent School District

Recommendation Form: The assessors will discuss the strengths and opportunities for improvement and reach consensus to determine if the candidate is selected for the program. These recommendations are submitted to the University of Texas at Austin Graduate Admissions Center.

Candidate Name: _____ School/ Position: _____

Candidate Nominated by Assessment Team: Yellow Blue Green Pink

Team Leader Role and Responsibility:

Lead discussion of each candidate. Complete the following information on each candidate assigned to your Assessment Center Team. Record 3-5 strengths and targets for growth identified by team members. Complete the score sheet by entering each assessor's initials and scores for each activity, and averaging the activity scores.

Candidate's Strengths

Candidate's Areas to Target or Improve

	Team Captain		Assessor #1		Assessor #2		Assessor #3		Assessor #4		Assessor #5	
	Initial	Score	Initial	Score	Initial	Score	Initial	Score	Initial	Score	Initial	Score
Interview & Artifact 30 Points												
Learning Observation 30 Points												
Leadership Presentation 30 Points												
TEAM SCORE AVERAGE												

Team Consensus: As a team, discuss the candidate's leadership potential. Come to a consensus as to whether or not the team recommends this candidate for consideration for the UTAPP Cohort.

- Yes, definitely.
- Yes, with reservations. Include specific reservations in team comments section.
- Not at this time. Candidate will be encouraged to apply again in the future.
- No. Candidate will not be encouraged to apply again in the future.

Team Comments:



COLLEGE OF EDUCATION, OFFICE OF THE DEAN
THE UNIVERSITY OF TEXAS AT AUSTIN

SZB 210 • 1912 SPEEDWAY STOP D5000 • Austin, Texas 78712 • 512-471-7255 • FAX 512-471-0846
www.utexas.edu/education

March 5, 2018

Paul Cruz, Ph.D., Superintendent
Austin Independent School District
Austin, Texas 78712

Dear Dr. Cruz,

I am writing in enthusiastic support of the grant application between The University of Texas and Austin Independent School District regarding the development of urban school leaders. Our collaboration with the Austin Independent School District has the potential to be an invaluable resource to the community we serve. We anticipate that this joint effort will demonstrate that high-quality and rigorous leadership development partnerships can be strengthened through research and best practices.

Through the efforts of this partnership we stand to increase the capacity within our school district and retain larger percentages of our current pool of highly effective principals by: participating in a needs assessment to uncover specific factors unique to our district and identify best practices for preparing and retaining effective school leaders particularly at the secondary level; initiating the development of a rigorous and relevant principalship program curriculum targeted to these identified needs of our district and the specific requirements of secondary schools designated in need of improvement; creating and implementing targeted leadership recruitment and rigorous selection of potential school leaders; recruiting and developing highly successful mentors to support and sustain aspiring and novice school leaders; and developing researched-based evaluative measures.

Our commitment to these collaborative efforts is anchored in the belief that the recruitment and retention of highly effective principals will help us address the diverse set of challenges facing urban schools and that the needs of our schools will be supported through the collaborative development of sustained leadership. We therefore commit to work with you to redesign our preparation program in a way that meets the needs of your district and through the grant to serve the needs of program students and their mentors.

As the landscape of public education continues to evolve, as challenges continue to surmount, collaborations such as these are vital to your vision to be the best urban district in the United States. Please do not hesitate to contact me if you require any further information.

Sincerely,

A handwritten signature in cursive script that reads "Sherry L. Field".

Sherry L. Field, Dean, *ad interim*
Lee Hage Jamail Regents Chair
in Education

SLF:cmb